

SEND Policy

Shortstown Primary School and Shortstown Pre-School value the abilities and achievements of all its pupils, and is committed to providing, for each pupil, the best possible environment for learning.

AIMS OF THE SCHOOL and Pre-School

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

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

Whilst many factors contribute to the range of difficulties experienced by some children, we believe that much can be done to overcome them by parents, teachers and pupils working together.

DEFINITION OF SPECIAL EDUCATIONAL NEEDS

A child has special educational needs if he or she has learning difficulties that call for special educational provision to be made.

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 prevents or hinders the child from making use of educational facilities of a kind provided for children of the same age in other schools within the LA
- Is under compulsory school age, or would be if special educational provision was not made for the child

Special education provision means:

- For a child over two, educational provision which is additional to, or different from, the educational provision made generally for children of the same age in maintained schools, (other than special schools) in the area
- For a child under two, educational provision of any kind (1993 Education Act, section 156)
Children must not be regarded as having learning difficulties solely because their language, or form of the home language, is different from that 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 ensure that parents are notified when SEN Provision is being made for their child.

Mental Health and Behaviour in school

See DFE advice 'Mental Health and behaviour in school, Departmental advice for school staff - June 2014

STAFFING

Designated Members of Staff:

SEND Governor Lesley Adam

Head Teacher Denise Cottam

Inclusion Manager/SENCO Gina Bobbett

Pre-School SENCO Michelle Kovak

All staff are responsible for the identification, support and monitoring of SEN provision. The Learning Mentor and Nurture Group teachers will supply additional support when required.

There is an SEND link governor who will communicate with the key staff responsible for SEND provision and may observe the children in an informal session.

The SENCO/Inclusion Manager and head teacher will work closely to ensure documentation is completed, reviewed and updated to reflect the changing abilities of the child/ren.

The SENCO/Inclusion Manager and head teacher will carry out detailed observations, gathering evidence to support the completion of documentation requesting external agency support as required.

CPD:

All staff will receive training around inclusion via Inset, External providers or school coaching staff to ensure a consistent approach at Wave 1, 2 & 3. (See Matrix). All students, volunteers and new staff receive induction around all aspects of school expectation which supports the 'Inclusive' processes and staff code of conduct.

ADMISSIONS

The Governing Body believes that the admissions criteria should not discriminate against pupils with SEN and has 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 SEN. Pupils with special educational needs but without statements must be treated as fairly as all other applicants for admission.'* (CoP 1:33)

INCLUSION: (See Policy)

This policy builds on our School and Pre-School Inclusion Policy, which recognises the entitlement of all pupils to a balanced, broadly based curriculum. Our SEND policy reinforces the need for teaching that is fully inclusive. The Governing Body will ensure that appropriate provision will be made for all pupils with SEND.

EVALUATING THE SUCCESS OF OUR SEND POLICY

The Governing Body will report annually on the success of the policy and, to facilitate this, we have identified specific objectives which are given under

'THE SEND AIMS OF THE SCHOOL AND PRE-SCHOOL' at the beginning of this policy.

In evaluating the success of this policy, the school will consider the views of:

- Teachers
- Parents
- Pupils
- External professionals

We will set targets matched to a set of specified aims to provide indicators against which progress can be measured.

Pupil progress will provide evidence for the success of the SEND policy and this will be analysed carefully through:

- Intervention group supported through Provision Mapping
- Consideration of each pupil's success including observations to support IEP targets
- IEP meetings with staff and SENCO/Inclusion Manager
- SENCO/Inclusion Manager meeting with Parents to discuss IEP targets & signatures
- SENCO/Inclusion Manager discuss targets with pupil
- Child friendly IEP's & individual target charts for pupil to keep with them in class.
- IEP review meetings with SENCO/Inclusion Manager, Teacher, Parents & Pupil
- Use of standardised tests
- Evidence generated from IEP review meetings

ALLOCATION OF RESOURCES

The Governing Body ensures that resources are allocated to support appropriate provision for all pupils requiring it, and in meeting the objectives set out in this policy.

IDENTIFICATION, ASSESSMENT, AND PROVISION

We have adopted a whole-school approach to SEN policy and practice. Pupils identified as having SEND are, as far as is practicable, fully integrated into mainstream classes. Every effort is made to ensure that they have full access to the National Curriculum and are integrated into all aspects of the school.

The school has a nurture unit which can provide additional support in Learning and Emotional needs.

The SEN Code of Practice 2014 makes it clear that

-
- All teachers are teachers of pupils with special educational needs.
- All teachers are responsible for identifying pupils with SEN and, in collaboration with the SENCO, will ensure that those pupils requiring different or additional support are identified at an early stage.
- Assessment is the process by which pupils with SEN can be identified.
- Whether or not a pupil is making progress it is seen as a significant factor in considering the need for SEN provision.
- The school's SEND Report is available on the school's website and is reviewed annually.

The new code of Practice also requires the Local Authority to publish a Local Offer:

- What is the Local Offer?
- The LA Local Offer
- The Children and Families Bill will become enacted in 2014. From this date, Local Authorities
- and schools are required to publish and keep under review information about services they
- expect to be available for the children and young people with Special Educational Needs
- (SEN) aged 0-25. This is the 'Local Offer'.
- the intention of the Local Offer is to improve choice and transparency for families. It will
- also be an important resource for parents in understanding the range of services and provision in the local area.

Early Identification

The school and Pre-School ensure that there is a step by step process in place ensuring all children access the relevant teaching environment this includes Wave 1, Wave 2 and Wave 3 teaching. To establish this environment the children's abilities are identified, assessed and meetings arranged with parents and relevant professionals are held as soon as possible.

Early identification of pupils with SEND is a priority. The school and Pre-School will use appropriate screening and assessment tools, and ascertain pupil progress through:

- Evidence obtained by teacher observation/ assessment.
- Their performance in N.C. judged against level descriptions.
- Pupil progress in relation to objectives in the National Literacy/Numeracy Strategies. EYFS,
- Standardised screening or assessment tools e.g. Boxalls, Dyslexia, BVPS and SDQ.

On entry to the school and Pre-School each child's attainment will be assessed using observations and formal testing. This will help to inform the school and Pre-School of a child's aptitudes, abilities, and attainments, and will be used to improve continuity in learning. The records provided help the school and Pre-School to design appropriate differentiated learning programmes.

For pupils with identified SEND the SENCO/Class teacher will use the records to:

- Provide starting points for an appropriate curriculum
- Identify the need for support within the class
- Assess learning difficulties
- Ensure on-going observations/assessments provide regular feedback on IEP's, Intervention and Monitoring achievements/experiences and for planning next steps in learning
- Involve parents in a joint home-school learning approach

THE RANGE OF PROVISION

(See Inclusion Provision brochure) (Matrix Appendix 1)

The main methods of provision made by the school and Pre-School are:

- Full-time education in classes, with additional help and support by class teacher/subject teachers through a differentiated curriculum
- Periods of withdrawal to work with a support teacher
- In-class support with adult assistance
- Attendance at the Nurture unit (see Nurture policy) or with the Learning Mentor.
- Support from specialists within class or as part of a withdrawal programme.
- Observations and activities to support development of the children attending Pre-School

ENGLISH AS AN ADDITIONAL LANGUAGE

Particular care will be needed with pupils whose first language is not English. EAL Tracking Sheets ensure targets are set to provide the relevant support. Teachers will closely follow their progress across the curriculum to ascertain whether any problems arise from uncertain command of English or from special educational needs. It will be necessary to assess their proficiency in English before planning any additional support that might be required.

MONITORING PUPIL PROGRESS

Progress is the crucial factor in determining the need for additional or ongoing support. Adequate progress is that which:

- Narrows the attainment gap between pupil and peers
- Prevents the attainment gap widening through ½ termly tracking analysis
- Is equivalent to that of peers starting from the same baseline but less than the majority of peers
- Equals or improves upon the pupil's previous rate of progress through ½ termly tracking sheets.
- Ensures full curricular access
- Shows an improvement in self-help and social or personal skills through Boxall, SDQ & IEP targets.
- Shows improvements in the pupil's behaviour using Behaviour Charts & Plans & regular Parent & staff meetings ensuring support is ongoing.

Where teachers and Pre-School Staff decide that a pupil's learning and development is unsatisfactory, the SENCO is the first to be consulted. The SENCO, teacher and Pre-School staff will review the approaches adopted. Where support additional to that of normal class provision is required, it will be provided. If, after further consideration, a more sustained level of support is needed, it would be provided through Early Years Funding, and external agencies support will be requested through completion of an Involvement Form and /or through the completion of a Common Assessment Framework form. Where concerns remain despite sustained intervention, the school and Pre-School will consider requesting a Statutory Assessment.

Parents will be fully consulted at each stage. Each of these intervention programmes are detailed in appropriate sections of this policy.

The school and Pre-School also recognises that parents have a right to meet Inclusion Manager to discuss possible next steps following school and medical evidence.

RECORD-KEEPING

The school and Pre-School will record the steps taken to meet pupils' individual abilities. The SENCO will maintain the records and ensure access to them. In addition to the usual school records, the pupil's profile will include:

- Information from parents
- Information on progress and behaviour
- Pupil's own perceptions of difficulties
- Information from health/social services
- Information from other agencies
- Boxall profiles
- Common Assessment Frameworks

GENERAL LEARNING DIFFICULTIES

Wave 1

Monitoring in class – Concerns are recorded on chronological forms and assessments carried out regularly. SEND support is characterised by interventions that are different from or additional to the normal differentiated curriculum. Intervention can be triggered through concern, supplemented by evidence that, despite receiving differentiated teaching, pupils at Wave 1 have:

- Make little or no progress
- 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 make little or no progress despite the provision of specialist equipment
- Experience communication and/or interaction problems and make little or no progress despite experiencing a differentiated curriculum.

If the school decides, after consultation with parents, that a pupil requires additional support to make progress, the SENCO, in collaboration with teachers and Pre-School Staff will support the assessment of the pupil and have an input in planning future support. The class teacher or Pre-School Staff will remain responsible for planning and delivering individualised programmes and a Provision Map may be completed. Parents will be closely informed of the action and results.

Wave 2

The SENCO in collaboration with the class teacher or Pre-School Staff will decide the action required to help the pupil progress. Based on the results of previous assessments, the actions might be:

- Deployment of extra staff to work with the pupil or time in the Nurture Unit.
- Provision of alternative learning materials/ special equipment
- Group support
- Provision of additional adult time in devising interventions and monitoring their effectiveness
- Staff development/training to undertake more effective strategies
- Access to LA support services for advice on strategies, equipment, or staff training

INDIVIDUAL EDUCATION PLANS/Provision Mapping

Strategies for pupils' progress will be recorded in an IEP (Individual Education Plan) which also includes a Child Friendly IEP and a Target Card for each child. The Class teacher will also record support on a Provision Map. For those children requiring support but not at IEP level a Provision Map will be in place for the staff to record the following information:

- Short-term targets
- Teaching strategies
- Provision made
- Date for review

- Success and/or exit criteria

Every child will meet with the Class teacher to discuss their individual targets, how they are going to meet them and who will be supporting them. The IEP also includes Home support offering the family to be included with their child's intervention. The children are asked to sign and agree their targets and are given a copy to keep with them and use within their lessons so the children and staff continually work towards achieving their targets.

Reviewing IEPs

The class teacher will arrange an IEP review meeting every half term with the parents and relevant external professionals. The School and Pre-School will endeavour to hold the reviews in an informal manner, and parents' views on their child's progress will actively be sought. The IEP will record only that which is different from or additional to the normal differentiated curriculum, and will concentrate on three or four individual targets that closely match the pupil's abilities. The IEPs will be discussed with the pupil and the parent during this meeting the pupil, parent and class teacher will discuss the new targets or if the targets have not been reached it will be agreed to either extend the time or break the target into smaller steps. Everyone attending the meeting will sign and agree the new IEP which will become valid immediately a new review meeting date will be agreed and the parent will be given their copy.

ACTION FOR LEARNING

Action For Learning is characterised by a sustained level of support and, where appropriate, the involvement of external services. Placement of a pupil at this level will be made by the SENCO/Inclusion Manager after full consultation with parents at an IEP review and provide specialist inputs to the support process. Action For Learning will usually be triggered through continued concern, supplemented by evidence that, despite receiving differentiated teaching and a sustained level of support, a pupil;

- Still makes little or no progress in specific areas over a long period
- Continues to work at National Curriculum levels considerably lower than expected for a child of similar age
- Continues to experience difficulty in developing literacy/numeracy skills
- Has emotional/behavioural problems that often substantially impede own learning or that of the group, and this may be despite having an individualised behavioural management programme.
- Has sensory or physical needs requiring additional specialist equipment or visits/advice from specialists.
- Has communication or interaction problems that impede the development of social relationships, thus presenting barriers to learning

External support services will require access to pupils' records in order to understand the strategies employed to date, and the targets set and achieved. The specialist may be asked to provide further assessments and advice, and possibly work directly with the pupil. Parental consent will be sought for any additional information required. The resulting IEP/ Provision Map will incorporate specialist strategies. These may be implemented by the class teacher but involve other adults. Where appropriate, the school or Pre-School Staff may well request direct intervention/support from a specialist/teacher.

REQUEST FOR EHCPlan & reviewing current Statements.

The school and Pre-School will request an EHCPlan (Educational Health Care Plan) from the LA when, despite an individualised programme of sustained intervention within SEND support, the child remains a significant cause for concern. An EHCPlan might also be requested by a parent or outside agency. The school will have the following information available:

- The action followed with respect to SEND support
- The pupil's IEPs / Provision Map
- Records and outcomes of regular reviews undertaken
- Information on the pupil's health and relevant medical history

- N.C. levels
- Literacy/Numeracy attainments
- Other relevant assessments from specialists such as support teachers and educational psychologists
- Guidance from SEN – Graduated Response
- The views of parents
- Social Services/Educational Welfare Service reports
- Evidence from Family Worker according to involvement.
- Completion and support of the CAF Process.
- Any other involvement by professionals

As part of the review process, the SENDCO and school colleagues, in consultation with the parents/carers, may conclude that despite receiving an individualised programme and/or concentrated support for a considerable period, the child continues to have significant needs which are not being met by current interventions. Where this is the case a decision may be made to make application for an EHCP.

The EHCP will include details of learning objectives for the child. These are used to develop targets that are:

- Matched to the longer-term objectives set in the Statement
- Of shorter term
- Established through parental/pupil consultation
- Set out in an IEP
- Implemented in the classroom
- Delivered by the class teacher with appropriate additional support where specified.

School request for an Education Health and Care Plan.

For a child who is not making adequate progress, despite a period of support at School level, and in agreement with the parents/carers, the school may request the LA to make a full assessment of Education Health and Care Needs in order to determine whether it is necessary to make a formal Education Health Care Plan.

The school is required to submit evidence to the LA whose weekly Moderation of Assessments Panel makes a judgment about whether or not the child's need can continue to be met from the resources normally available to the school. This judgment will be made using the LAs current criteria for making an assessment. Planning, provision, monitoring and review processes continue as before while awaiting the outcome of the request.

Education Health Care Plans.

A child who had an Education Health and Care Plan will continue to have arrangements as for Action for Learning and additional support that is provided using the funds made available through the EHCP.

There will be an Annual Review, chaired by the SENDCO, to review the appropriateness of the provision and to recommend to the LA whether any changes need to be made, either to the EHCP or to the funding arrangements for the child.

The Schools Arrangements for SEND and Inclusion In-Service Training

- The SENDCO attends regular cluster meetings to update and revise developments in Special Needs Education and Inclusion.
- Meeting additional needs and Inclusion issues are targeted each year through the schools long-term goals and the School Development Plan. In-Service training and individual professional development is arranged matched to these targets.
- In-house additional needs and Inclusion training is provided through staff meetings by the SENDCO.
- All staff have access to professional development opportunities and are able to apply for additional needs or Inclusion training where a need is identified either at an individual pupil or whole class level.
- Support staff are encouraged to extend their own professional development and the management team will ensure tailor-made training where this is appropriate.

The Multi Agency Support Hub

Referrals will be made to M.A.S.H. if a child:

- Continues to make little or no progress in the areas of concern
- Continues working at National Curriculum levels substantially below that expected of children of the same age
- Continues to have difficulty in developing literacy and numeracy skills
- Has emotional, behavioural or social needs which regularly and significantly interfere with the child's or others' learning
- Has sensory or physical needs which require additional specialist equipment or regular advice or visits from a specialist service
- Continues to have communication and interaction needs that interfere with the development of social relationships and act as a barrier to learning

M.A.S.H. can help to identify and deploy the correct resources, personnel or intervention and provide in-service training.

Specialist, direct teaching from this service can be used where we do not have the necessary in-house expertise - for example, in relation to children with autistic spectrum disorders, or severe emotional and behavioural difficulties, or 1:1 teaching.

Teachers from the Sensory Impairment Team can work in school to support children, both with and without Statements, who have vision or hearing impairment. The specialist teachers work directly with children where this is indicated on a Statement. Class teachers plan alongside these specialist teachers who also attend and contribute to ALP/EHCP reviews.

The LA Inclusion Coordinator can work with the school through the Inclusion Steering Group and Steering Group for the satellite provision.

The SENDCO can also liaise frequently with a number of other outside agencies, for example:

- Social Services
- Education Welfare Service
- School Nurse
- Community Pediatrician
- Speech Therapy
- Physiotherapy
- Occupational Therapy
- Autism Advisory Service
- Behavior Support Panel

Parents/carers are informed if any outside agency is involved.

REVIEWS OF EHCPlans

EHCPlans must be reviewed annually. The LA will inform the head teacher at the beginning of each school term of the pupils requiring reviews. The head teacher will organise these reviews and invite.

- The child's parent
- The child if appropriate
- The relevant teacher
- The SENCO/Inclusion Manager
- A representative of the LA
- Any other person the LA considers appropriate
- Any other person the head teacher considers appropriate

The aim of the review will be to:

- Assess the pupil's progress in relation to the IEP targets
- 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 to cease, continue, or amend it
- Set new targets for the coming year

With due regard for the time limits set out in the Code, the head teacher will write a report of the annual review meeting and send it, with any supporting documentation, to the LA. The school recognises the responsibility of the LEA in deciding whether to maintain, amend, or cease an EHCPlan.

THE ROLE OF THE SENCO

The SENCO plays a crucial role in the school and Pre-School's SEN provision. This involves working with the head teacher and Governing Body to determine the strategic development of the policy. Other responsibilities include:

- Overseeing the day-to-day operation of the policy
- Co-ordinating the provision for pupils with SEN
- Liaising with and giving advice to fellow teachers
- Overseeing pupils' records
- Liaising with the parents
- Making a contribution to INSET
- Liaising with external agencies, LEA support services. Health and Social Services and voluntary bodies.

For effective co-ordination staff must be aware of:

- The roles of the participants
- The procedures to be followed
- The responsibility all teachers have in making provision for SEN pupils
- The commitment required by staff to keep the SENCO well informed about pupils' progress
- Mechanisms that exist to alert the SENCO to such 'levels of concern'
- The procedure by which parents are informed of this concern and the subsequent SEN provision

Additionally, parents must be given clear guidance to the means by which they can contribute to co-ordination, and how they can provide additional information when and if required.

THE ROLE OF THE GOVERNING BODY

The Governing Body's responsibilities to pupils with SEND include:

- Ensuring that provision of a high standard is made for SEND pupils
- Ensuring that a 'responsible person' is identified to inform about the Statement all those involved with teaching and supporting EHCPlan pupils
- Ensuring that SEND pupils are fully involved in school activities
- Having regard to the Code of Practice when carrying out these responsibilities
- Being fully involved in developing and subsequently reviewing SEND policy
- Reporting to parents on the school's SEND Policy including the allocation of resources from the school's devolved/delegated budget.

THE ROLE OF THE CLASS TEACHER & Pre-School Staff

The Code of Practice clearly acknowledges the importance allocated to the teacher, whose responsibilities include:

- Being aware of the school and Pre-School's procedures for the identification and assessment of and subsequent provision of SEND pupils.
- Collaborating with the SENCO to decide the action required to assist the pupil to progress.
- Working with the SENCO to collect available information on the pupil, including annotated work, Boxall Profile
- In collaboration with the SENCO develop IEP's for SEND pupils.
- Working with SEND pupils on a daily basis to deliver the individual programme set out in the IEP.
- Developing constructive relationships with parents
- Being involved in the development of the school's SEND policy.

THE ROLE OF THE HEAD TEACHER

- The head teacher's responsibilities include:
- The day to day management of all aspects of the school including the SEND provision.
- Keeping the Governing body well informed about SEND within the school and the Pre-School
- Working closely with the SENCO
- Informing parents of the fact that SEND provision has been made for their child
- Ensuring that the school has clear and flexible strategies for working with parents and that these strategies encourage involvement in their child's education.

CPD

All staff are encouraged to attend courses that help them to acquire the skills needed to work with SEN pupils. Part of the SENCO's role in school based INSET is to develop awareness of resources and practical teaching procedures for the use with SEND pupils. As a routine part of staff development, INSET requirements in SEN will be assessed. The Governing body will undertake a similar review of training needs. LSA's requirements in supporting pupils' abilities will be considered frequently. The school's INSET needs will be included in the School Development plan.

PARTNERSHIP WITH PARENTS

The school and Pre-School believe in developing a strong partnership with parents and that this will enable the children and young people with SEND to achieve their potential. The school recognises that parents have a unique overview of the child's abilities and how best to support them and that this gives them a key role in the partnership.

"parents hold the key information and have a critical role to play in their children's education. They have unique strengths, knowledge and experience to contribute to the shared view of a child's needs and the best way of supporting them". (CoP 2.2)

The school considers parents of SEND pupils as valued partners in the process. Depending on the age and appropriateness, SEND pupils will also be encouraged to participate in the decision making processes affecting them.

The school will make available, to all parents of pupils with SEND, details of Parent partnership services through the LA.

LINKS WITH EXTERNAL AGENCIES / ORGANISATIONS

The school and Pre-School recognise the important contribution that external support services make in assisting to identify, assess and provide SEND support for pupils and their families.

When it is considered necessary, colleagues from the following support services will be involved with SEND pupils, which include:

- Educational Psychologists
- Medical Officers
- Speech Therapists
- Physiotherapists
- Hearing Impairment services
- Visual impairment services

In addition important links are in place with the following organisations:

The pre-school and The Children's Centre work to provide continuity between home and school.

The LA

Specialist services

Education Welfare officer

Social services

Friends of the school / PTA

Other groups or organisations in the local area.

SAFEGUARDING

Children with SEN are recognised as vulnerable individuals. All staff and external agencies working with the child/ren will have completed CRB checks. They will treat the child with respect and dignity at all times. Any documentation relating to the ability of the individual must be referred to for their care. Recording and monitoring expectations must be maintained on the correct formats. Adults working alone with a child must adhere to the 1:1 workers policy.

SEN POLICY REVIEW

The school and Pre-School consider the SEND policy document to be important and in conjunction with the Governing body, undertakes a thorough review of both policy and practice every year. The outcomes of this review are used to inform the School Development plan / SENCO development plan.

COMPLAINTS PROCEDURE

The school and Pre-School's complaints procedure is outlined in the prospectus. The SEN Code of Practice outlines additional measures the LA must set up for preventing and resolving disagreements. These will be explained to parents if required.