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Special Educational Needs and Disability Policy

Date Written/Reviewed: _____ September 2018
Next Review Date: _____ September 2019
Person Responsible: _____ T Quinn



Porters Grange Primary School and Nursery Special Educational Needs and Disability Policy

The United Nations Convention of the Child

Article 23 – children who have any kind of a disability should have special care and support, so they can led full and independent lives.

Article 12 - Children have the right to say what they think should happen when adults are making decisions about them.

This policy is based on the statutory *Special Educational Needs and Disability Code of Practice, 2014* and the following legislation:

Part 3 of the Children and Families Act, 2014 which sets out schools' responsibilities or pupils with SEN and disabilities

The Special Educational Needs and Disability Regulations, 2014 which sets out schools' responsibilities for education, health and care plans (EHCPs), SEN co-ordinators (SENCo) and the SEN Information Report.

This policy also complies with our funding agreement and articles of association.

Definition of Special Educational Needs

The Code of Practice states that:

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 have a significantly greater difficulty in learning than the majority of others of the same age; or have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for other 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 definitions above, or would do if special educational provision was not made for the child.

Aims

The aim of this policy is to define the role and practice of learning support at Porters Grange Primary School and Nursery and to state the objectives and ethos clearly so that all personnel are aware of its guiding principles. These are:

- to make reasonable adjustments to accommodate all special educational needs
- to improve achievement by setting short term targets
- to develop children's potential as fully as possible in class by matching tasks to abilities and making effective use of a range of resources to support skills, including computing when appropriate

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- to recognise entitlement to a broad and balanced curriculum for children with special educational needs and /or disabilities (SEND)
- to value each child's strengths
- to ensure that all children experience success
- to foster confidence and higher self-esteem
- to promote collective responsibility by showing how SEND can be supported in the classroom and, through working in partnership with parents and seeking the views of the child and taking them into account, enabling the child to reach his/her full potential

This policy will contribute to achieving these aims by ensuring that provision for children with SEND is a matter for the whole school and is a part of the graduated approach (Code of Practice 2014).

Roles and Responsibilities

- **The SENCo:** the SENCo is Ms T Quinn and she can be contacted via the school office (01702 468047). She is responsible for coordinating the provision for education for children with special educational needs. It is also the responsibility of the SENCo to ensure that this policy is put into practice, the agreed systematic process for the identification, assessment and provision for SEND is employed correctly and to monitor and evaluate the school's provision. The SENCo will also:
 - ensure the school's SEND Policy is monitored and reviewed
 - ensure the SEN Information Report is updated and reviewed in line with Southend's Local Offer
 - co-ordinate the provision for children with SEND
 - act as intermediary in the communication of information between parties involved with the child - Head of School, parents, class teacher, learning support assistants and support services
 - ensure evidence and information is recorded on an Early Help Assessment form to make referrals to outside agencies or to request an Education, Health and Care Plan.
 - ensure pupil passports are complete and that the school's SEND records are maintained • support and liaise with class teachers
 - support and liaise with LSAs and meet regularly with them to discuss SEND issues and provide opportunities for continuing professional development for LSAs
 - liaise with parents and governors
 - monitor that the terms and objectives of Education, Health and Care Plans are being met
 - ensure a smooth transition from Statements of Special Educational Needs to Education Health and Care Plans
 - provide advice and guidance for members of staff and parents where required
 - purchase or liaise with subject co-ordinators in purchasing adequate resources to cater for special needs within school
 - contribute to the in-service training of staff to develop understanding and whole school approaches
 - identify and prioritise the training needs of staff to meet identified needs
 - be involved in the induction of new staff to inform them of the school's SEND processes

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- attend appropriate INSET training and pass on knowledge to the class teachers and teaching assistants
- liaise with educational psychologist, school nurse, language therapist, health services and other support services and
- meet regularly with SENCos in other schools, both within the Academy Trust and the wider community, to keep up to date with current initiatives locally and nationally and to seek out and share best practice.
- **The Governing Body:** in co-operation with the Head of School and the SENCo determines the school's general approach to the provision for children with SEND and the strategic development of the SEN policy and provision in the school. It will maintain and oversee this policy, our approach to the provision and our work with SEND, establishing the appropriate staffing and funding arrangements. They will monitor the quality and effectiveness of SEN and disability provision within the school.
- **The Executive Head teacher / The Heads of School:** the Heads of School have the responsibility for the day to day management of all aspects of the school's work, including provision for children with SEND and monitoring the quality and effectiveness of SEN and disability provision within the school. Work with the SENCo and the governors to determine the strategic development of the SEN policy and provision in the school.
- **All classroom teachers and learning support assistants (LSAs):** are responsible for the progress and development of every pupil in their class. They are involved in the development of the school's SEND policy and are aware of the procedures of identifying, assessing and making provision for pupils with SEND. This is completed through in-service training (INSET), one to one liaison and regular meetings. In addition, each class teacher uses copies of their children's pupil passports and any other relevant information to inform their planning and provision for individual children. LSAs support pupils with identified needs throughout the school through differentiated groups planned with the SENCo and in the classroom setting under the direction of the class teacher. LSAs work throughout the school with different individuals, groups and classes as appropriate to the current needs of the pupils and as identified in our provision management and curriculum plans. It is the responsibility of every staff member to ensure that they follow this SEN policy.

The Graduated Approach

Identification and Assessment

Early identification and intervention is crucial in overcoming barriers to learning. The SENDCO will communicate regularly with teachers and parents/carers to ensure that appropriate programmes of support and interventions are taking place and are effective. The class teacher has the opportunity to share any concerns with the SENDCO on an ongoing basis and all pupils are discussed during termly Pupil progress meetings with the Headteacher, class teacher, SENDCO, Pastoral Lead, Assessment Coordinator and Phase Lead. The Manchester Matching Provision to Need Tools descriptors are used to identify a child's special educational need.

If a child has already been identified as having a special educational need, this will be under one of four categories:

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- Cognition and Learning
- Communication and Interaction
- Social, Emotional and Mental Health
- Physical disabilities / sensory impairment

Regular meetings about the children placed on the school's SEND register are held between the SENCo and class teachers. Information gathered at these meetings is used to identify provision within the junior school to cater for these individual needs. Other factors taken into account when planning provision include:

- identifying areas of concern for an individual;
- using rigorous assessments to identify specific needs;
- planning and implementing appropriate interventions to support the child as set out in the SEN Information Report;
- reviewing the interventions;
- ensuring ongoing observation and assessment to form the basis for planning the next steps of the child's learning;
- involving parents in implementing a joint learning approach with the parents at home.

Teachers will use their own professional judgement to make informed decisions about any children they consider to be performing at a level significantly different to that of their peers. The school's system for observing and assessing the progress of children will provide information about areas where a child is not progressing satisfactorily or progressing at a rate which exceeds their peers. Teachers or parents can raise concerns about their child with the SENCo. The SENCo will then act accordingly. This will include:

- Observations of the child in the appropriate setting;
- Detailed scrutiny of work;
- Rigorous standardised assessments to identify a specific educational need;
- Tracking of data to monitor progress

Children will not be placed on the SEN register only due to low levels of achievement. An underlying difficulty will be evident through rigorous assessments.

Provision

In order to help children who have SEN, we adopt a graduated response, as outlined by the Code of Practice 2014, which recognises that there is a continuum of special educational needs. When classroom differentiation does not meet a child's needs we gain further advice and support from outside agencies. This expertise is made clear in the SEN Information Report, which can be read on the school website. The school will record the steps taken to meet the needs of individual children. The SENCo will have responsibility for ensuring that the records are kept and available as needed.

SEN Support

SEN Support will be put in place when:

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- A child makes little or no progress in a range of curriculum areas even when teaching approaches are targeted particularly in a child's identified area of weakness;
- A child presents social, emotional or mental health problems which are not ameliorated by the behaviour 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 and
- Has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum.

When a class teacher, supported by the SENCo, identifies that a pupil has SEN and moves onto SEN Support, the class teacher devises interventions and/or differentiated group or individual work **additional to or different from** those provided as part of the school's medium term planning with support from the SENCo.

The class teacher remains responsible for working with the child on a daily basis for planning and delivering differentiated work and individual learning targets for specific lessons.

SEN Support may be withdrawn if:

- the attainment gap between the child and their peers has closed
- the attainment gap is no longer growing wider and the child is making adequate progress
- the child is working at a similar assessment point to that of their peers starting from the same baseline
- the child can access the curriculum through every day classroom differentiation
- the child demonstrates an improvement in self-help, social or personal skills

If pupils receiving SEN Support do not make adequate progress with interventions **additional to or different from** those provided as part of the school's medium term planning:

- the SENCo and class teacher, in consultation with parents, ask for help from external services
- the class teacher and SENCo are provided with advice or support from outside specialists
- additional or different strategies are put in place. A pupil passport will be used to set out targets and strategies for supporting the child's progress and
- the SENCo will take the Lead in any further assessment of the child, planning future interventions and monitoring and reviewing the action taken.

When the school seeks the help of external support services, those services will need to see the child's records in order to establish which strategies have already been employed and which targets have been set and achieved. The external specialist may act in an advisory capacity or provide additional specialist assessment or be involved in teaching the child directly. The delivery of interventions continues to be the responsibility of the class teacher. For most pupils, extra help will be provided within the classroom, managed by the class teacher. Where it involves spending some time outside the class in small groups or individually, it will nonetheless be in the context of the inclusive, broad and balanced curriculum.

Education, Health and Care Plan (EHCP)

Request for an EHCP

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Where a request for an EHCP assessment is made by the school to the LA, the child will have demonstrated significant cause for concern and will have needs which are severe and persistent. The LA will be provided with information about the child's progress over time and will be given documentation in relation to the child's special educational needs and any action taken to deal with those needs, including any resources or special arrangements put in place. The school will provide this evidence through SEN Support. This information may include:

- individual targets for the child
- records of regular reviews and their outcomes
- the child's health, including their medical history where relevant
- assessment points in literacy and mathematics
- educational and other assessments, for example from an advisory specialist support teacher or an educational psychologist
- views of the parents and of the child and
- involvement of other professionals such as health, social services Family Action or the Early Help Family Support Service.

Where the evidence presented to the LA suggests that the child's learning difficulties have not responded to relevant and purposeful measures taken by the school and external specialists and may call for special educational provision which cannot reasonably be provided within the resources normally available to mainstream schools, the LA will consider the case. The LA may decide that the degree of the child's learning difficulty and the nature of the provision necessary to meet the child's special educational needs is such as to require the LA to determine the child's special educational provision through an Education, Health and Care Plan.

An EHCP includes:

- the views, interests and aspirations of the child and their parents
- the child or young person's SEND
- the outcomes sought for the child or the young person, including outcomes for adult life where appropriate
- the special educational provision required by the child or young person
- any health or social care provision reasonably required by the learning difficulties and disabilities which result in the child having SEND
- the name and type of the school to be attended by the child or young person
- where there is a personal budget, the details of this and the outcomes to which it is intended to contribute
- the advice and information gathered during the assessment (in appendices)

All children with an EHCP have short-term targets set for them that have been established after consultation with parents and child and include targets that work towards the outcomes set out in the EHCP. These targets will be set out in a pupil passport and will be implemented, at least in part and as far as possible, in the normal classroom setting. The delivery of the interventions recorded in the pupil passport will continue to be the responsibility of the class teacher.

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The EHCP may recommend mainstream education with a high level of support or education in a specialist setting or resource provision.

Annual review of an Education, Health and Care Plan

All EHCPs must be reviewed at least annually with the parents, the child, the LA, the school and other professionals involved, who are invited to consider whether any amendments need to be made to the description of the child's needs or to the special educational provision specified in the EHCP. The annual review will focus on what the child has achieved as well as on any difficulties that need to be resolved.

At the transition between the primary school and the secondary school, the SENCo of the secondary school will be invited to attend the Year 5 annual review of children with an EHCP. This will allow for the school to be identified and the initial Transition Plan to be put in place. The secondary school SENCo will be invited to attend the Year 6 Transition meeting in order to finalise the Transition Plan.

Specific Learning Difficulties

If a child has been identified as having a specific learning difficulty e.g. dyslexia, their needs will be met within all class situations and recommendations from outside agencies and other professionals will be taken on board. Not all children with a specific learning difficulty will be placed on the SEND Register in school.

A child with a specific learning difficulty will only be placed on the SEND register if:

- their specific learning difficulty cannot be catered for through classroom differentiation;
- they are working within the "well below average" range in a number of assessments

Managing a pupil passport

A pupil passport will be created for any child who receives SEN Support and has involvement from outside agencies. The pupil passport will consist of up to four key targets, teaching strategies and resources to be used, when the plan is to be reviewed and success criteria/outcomes.

We see the pupil passport as a further planning, teaching and reviewing tool. The aim is that it will underpin the process of planning intervention for the individual needs of children with SEND. Targets are to be specific, measurable, achievable, relevant and timed (SMART). We view the pupil passport as a working document for all teaching staff. It should be accessible and understandable to all concerned.

Working with Parents

The aim of parent partnership is to provide a service for parents to enable them to play a more active and informed role in their child's education. We believe that such a partnership is key in enabling children with SEND to achieve their potential. The school will always tell parents when their child is receiving help for their SEND through a meeting arranged by the class teacher or SENCo.

Pupil Participation

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We recognise the importance of the child's own point of view. The child is encouraged to participate in the processes of setting learning targets, reviewing their progress following interventions and, when appropriate, contributing to pupil passports, one page profiles, discussions about their strengths and progress and the transition to secondary school.

Complaints

The school responds to complaints in line with our general complaints procedures.

If the parents of a child with SEND have a complaint, they should arrange a meeting with the SENCo in order to resolve the issue. The parents or the SENCo may then feel the need to involve the Heads of School in order to resolve the issue. Complaints can usually be solved by informal discussions with the SENCo, Heads of School and class teacher. If, however, more complex problems arise which cannot be resolved in this way, parents will be referred to the Independent Advice and Support Service (IASS) formerly known as Parent Partnership Service. Parents of any pupil identified with SEND may contact the IASS for independent support and advice.

Disability

We recognise the rights of children under the Disability Discrimination Act (DDA) as having a wide range of needs and requirements. Children may have mobility impairments, sensory impairments, learning disabilities, mental health conditions, epilepsy, Aids, asthma, and progressive conditions such as multiple sclerosis. However, not all children who are defined as having any disability will have special educational needs.

We will take reasonable steps to ensure that children with a disability or prospective pupils with a disability are not placed at any disadvantage compared to their non-disabled peers. Considering the broad range of needs and requirements of children, current and future, is anticipatory and we will review our practices and procedures on an on-going basis.

The Special Educational Needs and Disability Act 2001 (SENDA) has introduced new planning duties for schools to draw up accessibility plans to improve access over time. We recognise this duty and our plans will state improvements in access to the curriculum, improvements in the provision of information in a range of formats for disabled pupils, physical access to the school and staff training.

Resources

The partnership between SENCo, class teacher and LSA's is our most valuable resource. Specific additional resources for SEN children are logged and stored in the SEN cupboard in the SEN office. Subject co-ordinators will take into account the needs of all abilities when purchasing new equipment.

Use of computing for Learning Support

We aim to develop the use of computing to target more specific learning difficulties. However, both able and less able pupils are given the opportunities to develop independence of learning by being taught to:

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- find information from a variety of sources, selecting the most appropriate for their needs
- develop ideas using computing to amend and refine their work and enhance its quality and accuracy and
- review, modify and evaluate work, reflecting on its quality as it progresses.

Monitoring and Evaluation of Policy and Provision

The success of this policy will be judged by:

- the early and accurate identification of children's learning difficulties and needs;
- the graduated approach being used to successfully support children with SEN;
- children achieving the majority of targets set which indicates targets are SMART;
- close working links with outside agencies and the Governing Body;
- the positive involvement of parents and children;
- positive feedback from parents and children.

Funding

The LA provides the school with a budget towards meeting pupils' SEN. In addition, the school plans and provides for pupils with SEN from their main budget. The SEN budget contributes towards LSA salaries. It also finances support from other agencies where necessary and appropriate. It contributes towards training for teachers and LSAs so they can meet children's needs more effectively and for the purchase of resources.

Personal Budgets

A personal budget is an amount of money identified by the local authority to deliver all or some of the provision set out in an EHCP. By having a say in the way this budget is used, a parent or young person can control elements of their support. Young people and parents of children have a right to ask the local authority to prepare a personal budget once the authority has completed the assessment and confirmed that it will prepare an EHCP.

There are four ways parents and/or young people can choose to control their personal budget:

- a) direct payments – where individuals receive the cash to contract, purchase and manage services themselves.
- b) An organised arrangement – where the authority retains the funds and commissions the support specified in the plan.
- c) Third party arrangements/nominees – where funds are paid to an individual or another organisation on behalf of the parents/young person and they manage the funds
- d) A combination of the above.

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If a parent chooses to take a direct payment, the school has the right to appeal that decision. This dispute could be solved by a negotiation. If the dispute is not resolved, mediation can take place before a tribunal.

Review of the Policy

This policy has been reviewed in line with the new Code of Practice and will be reviewed in the future within school's policy renewal schedule.