

Carr Mill Primary School



Policy for SEND

Updated February 2018 Due for Review January 2019

Carr Mill Primary School

SEND POLICY

INTRODUCTION

It is our belief that all children are entitled to an education which meets their individual needs, delivered in an inclusive community, where inclusive policies underpin and promote inclusive practice.

Our school philosophy is that all children are entitled to a broad and balanced curriculum differentiated where necessary to meet their needs and that those needs are best met alongside their peers.

Children may have special educational needs either throughout, or at any time during, their school career. These children may need a degree of extra help either on a short-term basis or to address more long-standing needs.

We firmly believe that the most effective way of supporting and addressing special educational needs is to form close links between home and school.

DEFINITION OF SPECIAL EDUCATIONAL NEEDS

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 him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers.

(Ref. SEND Code of Practice 2015).

DISABLED CHILDREN

Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’.

This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and

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those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.

(Ref. SEND Code of Practice 2015).

POLICY OBJECTIVES

- To create an inclusive environment that meets the special educational needs of each child;
- To ensure that the special educational needs of children are identified, assessed and provided for;
- To make clear the expectations of all partners in the process (including parents, children);
- To identify the roles and responsibilities of staff in providing for children's special educational needs;
- To enable all children to have full access to all elements of the school curriculum;
- To actively involve pupils in a sensitive and non-stigmatising way in the IEP process to promote improved confidence and self-image.

ARRANGEMENTS FOR CO-ORDINATING THE SEN PROVISION

The Role of the Governing Body

- To co-operate with the headteacher to determine the school's general policy and approach to provision for children with SEN;
- To establish the appropriate staffing and funding arrangements;
- To maintain a general oversight of the school's work;
- To report to parents annually on the school's policy on SEN.

SEND Governor – Mr Richard Ferry

The Role of the headteacher

- To be responsible for the day-to-day management of provision for children with SEN;
- To keep the governing body fully informed;
- To work closely with the school's SENCO

Headteacher – Mr Andrew Maley

The Role of the SENCO

In mainstream primary schools the key responsibilities of the SENCO may include;

- Overseeing the day-to day operation of the school's SEN policy
- Co-ordinating provision for children with special educational needs
- Liaising with and advising fellow teachers
- Managing learning support assistants
- Overseeing the records of all children with special educational needs
- Liaising with parents of children with special educational needs
- Contributing to the in-service training of staff
- Liaising with external agencies including the LEA's support and educational psychology services, health and social services, and voluntary bodies.

SENCO – Mrs Katie Alexander

ADMISSION ARRANGEMENTS

Carr Mill Primary School acknowledges its statutory duty to provide a mainstream school place for all pupils regardless of their gender, ethnicity, religion, disability or special educational need, should their parents wish it and it is compatible with the efficient education of other pupils.

We recognise the intrinsic value of every child and we aim to meet all children's needs.

FACILITES – EDUCATIONAL ACCESS

We employ several Teaching Assistants whose role it is to support individuals or groups of children who need extra help in order to access the curriculum. These TAs work closely with the class teachers and use the recommendations of the children's Individual Education Plan in order to support learning and assist the children in the reaching of their targets.

ALLOCATION OF RESOURCES

- The SENCO is responsible for the operational management of the specified and agreed resources for special needs provision within the school, including the provision for children with statements of special educational needs;
- The headteacher informs the governing body of how the funding allocated to support special educational needs has been employed;
- The headteacher and the SENCO meet termly to agree on how to use funds directly related for the next school improvement plan.

IDENTIFICATION, ASSESSMENT AND PROVISION

Provision for children with special educational needs is a matter for the school as a whole. In addition to the governing body, the school's headteacher, the SENCO and all other members of staff have important day-to-day responsibilities. **All teachers are teachers of children with special educational needs.** Teaching such children is therefore a whole school responsibility.

In order to help children who have special educational needs, the school will adopt a graduated response that recognises there is a continuum of special educational needs and brings increasing specialist expertise to bear on the difficulties that a child may be experiencing.

IDENTIFICATION OF PUPILS WITH SEN

First Concerns

If there is a concern in school about a child or parents raise worries with us, the class teacher will talk to parents. If we agree that this is the best way forward, closer observation and monitoring of progress will be carried out. An appropriately

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differentiated programme will be set aimed at encouraging the child to make better progress. The class teacher may also suggest ways in which parents can help at home.

To help identify children who may have special educational needs, schools can measure children's progress by referring to:

- Their performance monitored by the teacher as part of ongoing observation and assessment
- The outcomes from baseline assessment results
- Their progress against age related expectations.
- Their performance against age related expectations within the National Curriculum standardised screening or assessment tools

SEN Support

When a class teacher or the SENCO identifies a child with special educational needs, the class teacher will provide interventions that are additional to those provided as part of the school's usual differentiated curriculum. The triggers for intervention through SEN Support will be concern, underpinned by evidence, about a child who despite receiving differentiated learning opportunities, e.g.

- 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 mathematics skills which result in poor attainment in some curriculum areas
- Presents persistent emotional or behavioural difficulties 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
- Has communication and/or interaction difficulties and continues to make little or no progress despite the provision of a differentiated curriculum.

In some cases outside professionals from health or social services may already be involved with the child. Where these professionals have not already been working with the school staff, the SENCO may contact them if the parents agree.

The SENCO will support the further assessment of the child, assisting in planning future support for them in discussion with colleagues and monitoring the action taken. The child's class teacher will remain responsible for working with the child on a daily basis and for planning and delivering an individualised programme. Parents will always be consulted and kept informed of the action taken to help the child, and of the outcome of this action.

Additional Intervention

The SENCO and the child's class teacher will decide on the action needed to help the child to progress in the light of their earlier assessment. This may include:

- Different learning materials or special equipment
- Some group or individual support
- Extra adult time to devise the nature of the planned intervention and to monitor its effectiveness

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- Staff development and training to introduce more effective strategies
- Access to LEA support services for one-off or occasional advice on strategies or equipment.

Individual Education Plans

Strategies employed to enable the child to progress **may** be recorded within an Individual Education Plan (IEP). The IEP will include information about:

- The short term targets set for the child
- The teaching strategies to be used
- The provision to be put into place
- When the plan is to be reviewed
- Outcomes (to be recorded when IEP is reviewed)

The IEP will only record that which is **additional to, or different from**, the differentiated curriculum and will focus upon three or four individual targets that match the child's needs and have been discussed with the child and the parent. The IEP will be reviewed each term and parents' views of their child's progress will be sought. Wherever possible, the child will also take part in the review process and be involved in setting the targets.

Further SEN Support

A request from external services is likely to follow a decision taken by the SENCO and colleagues, in consultation with parents, at a review of the child's IEP. External support services, will usually see the child so that they can advise teachers on new IEPs with fresh targets and accompanying strategies, provide more specialist assessments to inform planning and the measurement of a pupil's progress, give advice on the use of new or specialist strategies or materials, and in some cases provide support for particular activities.

When 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 resulting IEP for the child will set out fresh strategies for supporting the child's progress. These will be implemented, at least in part, in the normal classroom setting. The delivery of the interventions recorded in the IEP continues to be the responsibility of the class teacher.

Sometimes children need very special help. Support and discussions will be carried out with parents if the school thinks the child needs a referral for further assessment. At this stage very detailed assessments and reports are compiled and we would make a request for Enhanced Funding or an Education Health Care Plan (ECHP) in consultation with the LEA and other agencies. The report sets out the difficulties the child is experiencing and also what teaching help and classroom support the child is to receive. A detailed learning programme is then compiled and implemented by the school.

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Annual Review EHCP

All children receiving EHCP must be reviewed at least annually with the parents, the pupil (where appropriate) the LEA, the school and all professionals involved will be invited to consider whether any amendments need to be made to the description of the pupil's needs or to the special educational provision specified in the statement. The annual review should focus on what the child has achieved as well as identifying any difficulties that need to be resolved.

At the review in Year 5 the aim should be to give clear recommendations as to the type of provision the child will require at the secondary school stage. It will then be possible for the parents to visit secondary schools and to consider appropriate options within the similar timescales as other parents. The SENCO of the receiving school will be invited to attend the final annual review to allow the receiving school to plan an appropriate IEP to start at the beginning of the new school year and enable the pupil and the parents to be reassured that an effective and supportive transfer will occur.

ACCESS TO THE CURRICULUM INCLUDING THE NATIONAL CURRICULUM

All pupils follow the National Curriculum except where disapplication is clearly indicated and this decision is fully supported by the LEA. All SEN pupils including those with statements spend the majority of their time in mainstream classes following the same curriculum as their peers, differentiated where necessary. Pupils who need it are withdrawn for short periods for individual programmes based on their IEPs. Care is taken not to disadvantage pupils by this withdrawal.

INCLUSION ARRANGEMENTS FOR PUPILS WITH SEN

All pupils play a full part in the life of the school. They have entitlement to all curricular and extra curricular activities carried out in school. The pupils who need individual tuition are withdrawn only for short periods.

EVALUATING SUCCESS

Our aim is that this policy will ensure:

- Children with SEN are being identified earlier;
- IEPs are specific, measurable and achievable;
- IEPs are reviewed each term

RESPONSE TO COMPLAINTS

Parents or children who are dissatisfied with any aspect of the special needs support offered should make their complaints;

- In the first instance to the headteacher
- If a parent is still unhappy, he/she can put their complaint in writing to the chairperson of the Governing Body;
- Further appeal can be made to the LEA by contacting the Parent Partnership Office.