
Special Educational Needs and Disabilities Policy



Date: Spring 2 2017-18

Review Date: Spring 2 2020-2021

Chair of Governors Initials

Section 1

Compliance

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

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0-25 January 2015
- Schools SEN Information Report Regulations 2014
- Supporting Pupils with Medical Conditions December 2015
- The National Curriculum for England Key Stage 1 and 2
- Accessibility Plan
- Teachers' Standards 2012
- Anti Bullying Procedures

The policy has been devised by the schools' SENCO in liaison with the Leadership Team and SEN link governor. Staff and parents/carers were consulted about the content of the policy.

Responsibilities

School	SENCO	Link Governor
Dawlish Primary School	Michele Moir	Ms Sally Davey
Newport School	Nicola Forsyth Dorota Radecka (2017-2018 academic year)	
Thorpe Hall Primary School	Joanne Mosely Robin Spencer (2017-2018 academic year)	

Section 2 Aims and Objectives

Introduction

Opossum schools are ones in which the learning, achievements, attitudes, well being and happiness of every individual matters.

We believe that all pupils deserve a high quality education which engages, inspires and challenges; so that everyone meets their full potential. We strive to create a safe and happy learning environment which promotes independence and high expectations of all. We are committed to providing opportunities which promote open mindedness, empathy and celebration of the rich and diverse community which we serve; so that everyone is able to contribute positively to society. We are dedicated to promoting healthy lifestyle choices so that our pupils develop physically, emotionally and morally. We are determined that our pupils will be successful and will leave us as confident, highly educated pupils.

This SEND policy details how the schools will do their best to ensure that the necessary provision is made for any pupil who has special educational needs and that those needs are made known to all who are likely to teach them. The schools will endeavour to ensure that teachers are able to identify and provide for those pupils who have special educational needs and enable them to join in the activities of the school alongside their peers as far as is possible by making reasonable adjustments. The schools will have regard to the Special Educational Needs Code of Practice (2015) when carrying out its duties toward all pupils with special educational needs and ensure that parents are notified of a decision by the school that SEN provision is being made for their child.

We believe that with the right training, strategies and support nearly all pupils with special educational needs can be successfully included in mainstream education. We are aware however, that mainstream education will not always meet the needs of every child all of the time and the interests of all children must be safeguarded.

Aims

The aims of this policy are:

- To create an 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;
- 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 ensure that the school works in partnership with parents to support their child's education;
- To ensure that our pupils have a voice in this process.

Objectives

- To provide a broad, balanced and suitably differentiated curriculum that is relevant to children's individual needs.
- To show an understanding that supporting pupils with difficulties in learning, Social, Emotional or Mental Health or physical disability is part of high quality mainstream education.
- To be aware that any pupil, at some time during their education, may have special educational needs.
- To promote positive attitudes by encouraging independent learning.
- To recognise every child's social and academic achievements.
- To identify children who will need extra resources/provision during their time at school.
- To work in partnership with parents and external agencies to provide for the child's individual educational needs.
- To regularly monitor, review and assess the needs and suitability of provision for children with special educational needs.
- To outline the roles and responsibilities of those working with pupils with SEN and the provision made to support their learning.

Section 3 Identifying Special Educational Needs

Definition of Special Educational Needs

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

Children have a *learning difficulty* if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age.
- Have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority.
- Are under compulsory school age and fall within the definitions above or would so do if special educational provision was not made for them.

Special Educational Provision means any different or additional support than that generally made for children of the same age. What that provision might be depends upon the level and type of need; it might be specific work differentiated (adapted) in class, additional adult support in class, physical adaptations to the learning environment, support from an outside specialist such as an occupational therapist or a structured behaviour management programme.

Identification of SEN follows a graduated approach as required by the Code of Practice.

The 2014 Code of Practice recognises four broad categories of special educational needs.

Communication and Interaction

Cognition and Learning

Social, emotional and mental health

Sensory and/or physical needs

The following characteristics may impact progress and attainment but are NOT SEN

- Disability (reasonable adjustment duty applicable under Disability Equality legislation)
- Attendance and punctuality concerns

- Health and welfare
- EAL
- Disadvantaged pupils/pupil premium
- Looked After Children and Post Adoptive Children
- Children of service personnel
- Behaviour concerns unless as identified as a response to an underlying social, emotional or mental health concern

On entry

If a child is admitted to the school with identified special educational needs, the school meets with pre-school staff, parents and involved agencies to plan provision and transition prior to the pupil starting at school.

Referral

Children may be referred to the SENCO by the class teacher, the pre-school advisor or the child's parents. The class teacher must initially discuss these concerns with the parents. The SENCO will arrange for an assessment of the child's needs to take place with reference to:-

→ Learning

→ Physical/sensory development

→ Social, Emotional and Mental Health needs, including Behaviour needs

Our schools include pupils who present with a wide range of special educational needs. We do not specialise in a specific aspect of SEN provision.

Section 4 A Graduated Approach to SEN Support

We believe that quality first teaching is the right of every pupil and that intervention, whilst important to address specific need, cannot substitute for a high quality classroom learning experience. Teachers are responsible and accountable for the progress and development of every pupil within their class. Assessment of pupils' progress is an integral aspect of the teaching and learning cycle and occurs as a matter of course throughout all lessons. To support professional judgment about pupil progress, formal periods of assessment and review are included in the school calendar. Concerns relating to progress, including those which may indicate special educational needs, are often highlighted during these periods however, a concern may be raised at any time by a staff member or parent/carer.

Pupils are registered under a single category - SEN Support. Within this single category, pupils receive varying levels of support dependent on need.

The Assess –Plan –Do –Review model is applied. This includes targeted, personalised differentiation in the first instance. Additional intervention is applied if further support is required however, the class teacher remains ultimately responsible for each pupil's progress. A review of progress and actions taken after a suitable period of time will determine whether continued or additional SEN Support is required.

Where higher level or more complex needs are identified, assessment and advice is sought from external agencies. Strategies advised by these professionals are included in the provision for the pupil. A caseworker from the Inclusion team is allocated to the pupil if necessary to provide individual support and to liaise with the family and wider agencies. Allocation of a caseworker will trigger the development of an Additional Needs Profile; these are written and reviewed collaboratively by class teacher, caseworker, parent and where possible, the pupil.

If the presenting need is greater than can be addressed and managed through the school's allocated resources, an application may be made for an Education Health and Care Plan. These are agreed by the local authority.

Curriculum Access

Provision is planned to ensure that every pupil has access to and makes progress across the curriculum. This includes:

- Curriculum planning (medium and short term), by teachers, which is differentiated and has differentiated success criteria
- Monitoring by leaders to ensure access, differentiation and suitable resources.
- Deployment of support staff throughout to work with individuals and small groups, carry out intervention and enable full access to the curriculum.
- Additional Needs Profiles (as required) which identify individual targets and support

- Making resources, including auxiliary aids available to support individual learning needs and to support the curriculum (e.g. ICT equipment, practical resources for literacy and numeracy, fine and gross motor skill development).
- Specific access arrangements for SATs / assessment.

We encourage pupils to participate in their learning by

- Being involved in target setting and identifying teaching and learning strategies that work for them
- Being involved in review and evaluation and having their views recorded
- Incorporating their views about their education
- Encouraging independence in learning and decision making

Links with other schools

Our schools ensure that all transfers between schools are planned, monitored and supported to ensure the successful outcomes for children. We collaborate with all other support services and agencies involved with the child and with parents and where appropriate make joint planning arrangements.

Working with External Agencies

It is likely that meeting the needs of children with special educational needs will involve working with or seeking advice from other agencies. It is important that everyone who is working with the child is aware of the importance of confidentiality and alongside this, the importance of sharing information to ensure that the child's needs are correctly identified and met. The child may have a lead professional who may be a member of school staff or from another agency.

It is the responsibility of the lead professional to be the link person for that individual child. S/he ensures that reports and information are shared between all relevant professionals to enable clear and accurate planning for the child. When the child's needs are complex, the lead professional arranges meetings involving the relevant professionals so that provision and strategies can be discussed.

Everyone in the school, both children and adults, are treated with respect and in a professional manner. This is an expectation that will be extended to staff from all other agencies. Issues arising from multi agency work should be addressed through the line managers if they are not able to be resolved within the setting.

Section 5 Criteria for Exiting the SEN Register

The progress and development of all pupils is regularly reviewed. If a pupil has made significant progress and additional support beyond that which is typically available for children of the same age is no longer required, the pupil may be recommended for discharge from the SEN register. Recommendations are made to the SENCO by class teachers, Inclusion Team members or the child's parents/carers. If a child has been discharged from a specialist service e.g. Speech and Language Therapy this may also trigger a discharge recommendation. Parents are informed and invited to share their views. A pupil may be re admitted to the SEN register if concerns emerge again or new concerns are identified.

Section 6 Supporting Pupils and Families

Admission Arrangements

We recognise that all children progress at different rates. It is our belief that a vital element of meeting all children's needs is a fair and transparent admission policy. We follow the locally agreed admission criteria. We work with other schools and staff at the local authority to ensure that children with any special educational need are not disadvantaged. We work with all parents of all children to ensure that their admission to school is managed effectively.

Links with Parents

We value working in partnership with parents to support the learning of all pupils. When a pupil has special

educational needs, it is especially important that the school and parents work closely together to ensure that the knowledge and experience that parents have of their child is fully included alongside that of professionals. The school will promote a culture of co-operation with parents by:-

- Ensuring all parents are aware of the school's arrangements for special educational needs
- Informing all parents when a child is placed on the Additional Needs Register and offer the opportunity for discussion
- Holding consultations between the SENCO/Caseworker, class teacher and parents to discuss the child's needs and approaches to addressing them
- Holding termly review meetings with parents of children who require Additional Needs Profiles
- Undertaking Annual Reviews for children with Education, Health and Care Plans (EHCPs) formerly known as Statements of Special Educational Needs (SEN).
- Wherever possible representing the school at external agency consultations (with parental permission)

Early Help

Some needs may be addressed via the Early Help route. This is a voluntary process often initiated when parents or professionals believe that a family may benefit from support from agencies such as parent support groups. Families accessing support from Early Help services may or may not have a child with special educational needs. An Early Help Assessment (EHA) must be completed to initiate this support route. Its purpose is to collate holistic information about the family in order to identify the most appropriate support network.

SEN Information Report

An annual Information Report is published on the schools' websites which provides information to parents/carers about provision for pupils with SEND. This information can be found on the school websites

Newport: <http://www.newport.waltham.sch.uk> School Information tab – School Policies and Reports

Dawlish: <http://www.dawlishprimary.co.uk> About Us tab – Important Information - SEN

Thorpe Hall: <http://www.thorpehallprimary.com/>

Local Offer link

Information about the local authority's offer can be found at:

<http://walthamforest.childrensservicedirectory.org.uk/kb5/walthamforest/fsd/localoffer.page>

Section 7 Supporting Pupils With Medical Conditions

The schools recognise that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the schools will comply with duties under the Equality Act 2010.

Some may also have special educational needs (SEN) and may have a statement or Education Health and Care Plan (EHCP) which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice 2015 is followed.

Further information about supporting pupils with medical needs can be found in the federation's policy for this area.

Section 8 Monitoring and Evaluation of SEND

Assessment and monitoring

Class teachers, caseworkers and SENCO monitor the attainment and progress of pupils with special educational needs as part of their role. Pupils with SEN including those with Statements/EHCP receive termly reviews of progress against the specific targets identified in their Additional Needs' Profiles. Reviews are led by the pupil's caseworker who gathers the views of the pupil, parent, teacher and other relevant staff. Assessment reports are provided by all staff who lead interventions (1:1 or group) for each participating pupil. As a result of assessment and monitoring, a child may move between stages, or be discharged.

Pupils with a Statement of Special Educational Needs/Education Health and Care Plans also receive an annual Person Centred Review. Person Centred Reviews aim to ensure that the pupil is always held at the heart of the process. All professionals who work with the pupil are invited to the review alongside the pupil and his/her parents/carers. The review process aims to identify the successes and achievements of the year and to set priorities and objectives for the next academic year. The Statement/EHCP is always reviewed at this meeting with a recommendation made about whether to continue, amend or cease the Statement/Plan. Annual reviews for pupils in Year 5 are often attended by a representative from the local authority Disability Enablement Service (DES) team as considerations for secondary transfer are discussed at this time. All annual review reports are submitted to the Local Authority DES team.

Section 9 Training and Resources

Professional Development for Staff

We recognise the vital role that ongoing training plays in ensuring that all relevant staff continue to develop their skills and confidence in working with pupils with special educational needs. Topics relating to Special Educational Needs are included in the annual schedule of staff development. Individual staff members are provided with opportunities to attend additional training as appropriate in line with identified areas for development or which have a particular bearing on the children they are supporting. Professional development provision is reviewed annually.

Resources

The governors ensure that the needs of pupils are met by employing a SENCO and Inclusion team.

The allocation of support to pupils is determined by the needs of the pupils within the class/year group. Pupils with statements of special educational needs/Education and Health Care Plans (EHCP) are supported according to the level of their needs and the requirements of their EHCP/Statement and outcome of annual reviews.

Time is allocated for staff to review pupil progress, discuss pupil curriculum needs and transfer information between classes and key stages.

The governors ensure that funding is set aside to develop resources in curriculum areas. In addition, the governors will ensure that staff are kept fully up to date about SEN issues and undertake training.

Section 10 Roles and Responsibilities

Roles and Responsibilities

SENCO

The Co-ordinator is responsible for leading an Inclusion team who:-

- Identify the pupil's SEN in consultation with parents, class teachers and other professionals
- Co-ordinate the SEN provision for the pupil
- Monitor the effectiveness of the provision for the pupil
- Secure relevant services and support for the pupil
- Ensure that records of the pupils' needs and the provision made are kept up to date
- Liaise with parents regularly to inform them about their child's needs, support provision and progress
- Ensure that information is transferred when a child moves to a new school
- Promote the pupil's inclusion and access to the curriculum, facilities and extra-curricular activities
- Advise teachers about differentiated teaching methods appropriate for individuals with SEN

The Special Educational Needs Co-ordinator (SENCO.) is responsible for:-

- Selecting, supervising and training support staff who work with pupils with SEN
- Leading and line managing the Inclusion Team
- Co-ordinating professional development opportunities for staff working with pupils with SEN
- Preparing and reviewing the information on SEN that the governing body publishes annually
- Preparing and reviewing the objectives the governing body sets in making provision for SEN
- Preparing and reviewing the school's SEN policy

Inclusion Team /Caseworkers' responsibilities include: -

- Becoming familiar with the background and needs of each allocated case.
- Liaising with any external agencies involved and follow up any actions (medical appointments, outstanding reports from specialists etc)
- Liaising with class teachers to ensure that they are fully aware of the needs of the pupils and have copies of the appropriate information, reports etc.
- Being a contact point for parents/carers and liaising with them to ensure they are aware of how their child is being supported at school and how they can support at home.
- Supporting class teachers in completing and reviewing the Additional Needs' Profile and sharing that with parents/carers.
- Supporting teachers in identifying strategies and resources to support specific learning needs.
- Supporting pupils in lessons, developing their learning and helping them to overcome barriers to learning.
- Co-ordinating intervention reports and assessment information and ensuring that class teachers receive all relevant information.
- Reporting updates to the Inclusion team as part of the review cycle.

Class teachers are responsible for: -

- Planning and preparing learning activities which meet the needs of, and ensure adequate progress for, pupils with SEND in their class.
- Meeting with parents and caseworkers/SENCO to set and review specific targets for pupils who require significant levels of additional or different provision.
- Raising initial concerns with the SENCO if a pupil presents with SEND.
- The learning and achievement of the pupils with SEND in their class

All staff within the Federation work towards the aims and objectives of this document by using school procedures for identifying, assessing and making provision for pupils with Special Educational Needs. Class teachers are responsible for ensuring that the needs of all pupils in their classes are addressed and that each pupil makes progress in line with expectations.

The role of the governing body

The governing body has appointed Ms Sally Davey as the governor who takes a particular interest in and monitors the school's work on behalf of children with special educational needs

- The governing body has due regard to the Code of Practice (2015) when carrying out its duties toward all pupils with special educational needs.
- The governing body does its best to secure the necessary provision for any pupil identified as having a Disability and/or Special Educational Needs.
- The governors ensure that all teachers are aware of the importance of providing for these children.
- They report annually to parents on the success of the school's policy for children with disabilities and/or special educational needs
- The governing body has identified a governor to have specific oversight of the schools' provision for pupils with special educational needs.
- The SEND governor/headteacher ensures that all governors are aware of the schools' SEND provision, including the deployment of funding, equipment and personnel.

Section 11 Storing and Managing Information

Pupil records are held in the school's information management system (SIMS). Specific information relating to individual pupils' SEN is stored securely and in line with data protection requirements (GDPR). General information relating to pupils' needs and provision is held by the class teacher and Inclusion Team caseworkers and is shared on a need to know basis amongst those working with the individual pupil. Records are kept, in line with the schools' pupil records documents.

Section 12 Reviewing the Policy

Evaluating Success

The success of the school's Disabilities and Special Educational Needs Policy and Provision is evaluated through:

- Monitoring of classroom practice by school leaders
- Analysis of pupil tracking data for groups (SEND)
- Individual pupil data for attainment and progress
- School self-evaluation
- School Development Plan
- Pupil case studies
- Pupil/parent surveys
- SEN Information Report

Section 13 Accessibility

Accessibility

The schools comply with the Disability Discrimination Act, Equality Act 2010. To ensure access and provision for disabled pupils, parents/carers, community users and staff, the schools have an Accessibility Plan.

Newport School's main building enables access to wheelchair users; through the provision of ramps, double entrance doors and a lift to allow access to the upper floor. There is no ramp access to the Reception block. Disabled toilet facilities are available in the main school building, Reception block and Nursery.

Dawlish Primary School is a single-storey building which has disabled facilities and toilets. Wheelchair access is available into the main building and into the mobile classrooms. Parking facilities are available on site; this is suitable for disabled users. All areas of the school grounds are accessible.

Thorpe Hall School has two main buildings, one of which is a two storey recent build, this has lift access to the first floor. Thorpe Hall's original building is single storey and is accessible for wheelchairs.

Section 14 Dealing with Complaints

Complaints

Should a parent/carer have a concern about the special provision made for their child they should in the first instance discuss this with the class teacher and/or the pupil's dedicated caseworker. If the concern is not resolved then a meeting will be scheduled with the SENCO, via the school office. If the SENCO is unable to resolve the difficulty, the Head of School will become involved. In the unlikely event that the issue is still unresolved, the parents/carers concerns should be put in writing to the Chair of Governors. The full Complaints Policy is available at the school office and on the school website.

Section 15

Bullying

Bullying is "**Behaviour by an individual or a group, usually repeated over time, which intentionally hurts another individual either physically or emotionally**".

The schools understand that pupils with special educational needs or disabilities are a nationally recognised vulnerable group in relation to bullying. The schools take all allegations of bullying seriously and respond to concerns. The schools take action to prevent bullying by raising awareness in pupils and developing an inclusive culture within each setting. Information about the schools' approach to bullying can be found in the Anti Bullying Procedures document which is available on the schools' websites.