

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES POLICY



CLAINES
CE PRIMARY SCHOOL

AT CLAINES CE PRIMARY SCHOOL, WE HAVE A STRONG COMMITMENT TO ENSURING CHILDREN FLOURISH AND SUCCEED TOGETHER AS PART OF A STRONG SCHOOL COMMUNITY. DRIVEN BY SOME OF OUR KEY VALUES OF RESPECT AND COMPASSION, WE ARE INCLUSIVE AND COMMITTED TO THE INDIVIDUAL CHILD. WE AIM FOR A SCHOOL WHERE EVERYONE IS TREATED WITH DIGNITY AND VALUED FOR THEIR PLACE IN OUR COMMUNITY AND THE WIDER WORLD. AT THE HEART OF OUR LEARNING, ARE THE VALUES OF PERSEVERANCE AND COURAGE. WE STRIVE FOR EVERYONE TO HAVE GREAT ASPIRATIONS: ENSURING NEW CHALLENGES ARE MET WITH CONFIDENCE AND 'NO ONE SETTLES FOR LESS THAN THEIR BEST'.

WE DO ALL OF THIS WHILST FOLLOWING IN THE FOOTSTEPS OF CHRIST.

Approved by: Full Governing Body **Date:** 23.9.19

Last reviewed on: 25.9.23

Next review due by: September 2024

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES POLICY

It is the aim of the school to comply with the Equality Act 2010 and the Children and Families Act 2014 and in relation to this policy all reasonable steps will be taken to avoid putting disabled pupils at a substantial disadvantage. The school aims to promote equality in all aspects of school life and with regard to all matters embraced by this policy will comply with relevant legislation relating to equal opportunities, race relations, sex discrimination and age discrimination.

Claines CE Primary School Special Educational Needs and Disabilities Policy gives the school's definition of special needs along with its aims and objectives. It deals with admission arrangements, identification, assessment and recording and provides information about curriculum entitlement and inclusion.

Information is also available about all support services and the various roles of the class teacher, the Inclusion Lead (SEND co-ordinator), the Head of School, the governors, the child and parents/carers. We feel that parents have a vital role to play in supporting their child's education and it is essential that the school and the parents work together in partnership.

Every pupil with SEN and disability in this inclusive school has an entitlement to fulfil his/her potential. This may be achieved through: personalised teaching and learning approaches, access to ICT across the curriculum; flexible learning pathways and extra-curricular learning activities; support for emotional well-being; flexible timetables; assessment for learning which engages pupils in having a say about their progress and SEND provision; and partnership with parents/carers, other schools, the local community and social service providers.

In response to the Special educational needs and disability code of practice: 0 to 25 years June 2014, (referred to in this documents as the Code) all Local Authorities must publish a 'Local Offer':

- To provide clear, comprehensive, accessible and up-to-date information about available provision and how to access it, and
- To make provision more responsive to local needs and aspirations by directly involving disabled children and those with SEN and their parents, and service providers in its development and review.

For more information on Worcestershire School's Local Offer go to:

<http://www.worcestershire.gov.uk/sendlocaloffer>

or speak to the school's Inclusion Lead (SENDCo): Mrs Ellie Collier

The designated governor for SEND is Mrs Jenny Batelen.

Introduction

This SEND Policy details how the school will ensure that the necessary provision is made for any pupil who has special educational needs and that those needs will be made known to all who are likely to be involved with the child. The school will ensure that teachers are able to identify and provide for those pupils who have special educational needs and disabilities to allow them to participate fully in school life.

The Code starts from the assumption that every classroom in every school should be delivering a differentiated curriculum. This means that a wide range of needs will be catered for by the actions of the class teacher, the resources available to that teacher and the curriculum planning which the teacher undertakes for all pupils.

Our fundamental principles are that:

- A child with special educational needs and disabilities should have their needs met.
- The special educational needs of children will normally be met in mainstream schools or settings.
- The views of the child should be sought and taken into account.
- Parents have a vital role to play in supporting their child's education.
- Children with special educational needs and disabilities should be offered full access to a broad, balanced and relevant education, including the Foundation Stage Curriculum and the National Curriculum.

Philosophy

The overall policy at Claines CE Primary School reflects the high expectations we have of all our children. We ensure that all children including those with Special Educational Needs and Disabilities, receive their entitlement to a broad, balanced and differentiated curriculum enabling them to develop their full potential.

Definition

A child or young person has SEND 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

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.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Aims

Claines CE Primary is an inclusive school at which we aim:

- To provide a whole school response to special educational needs within the overall ethos of the school.
- To identify any difficulty as early and as thoroughly as possible, thereby building and maintaining pupils' self-esteem.
- To encourage parental co-operation and involvement and to keep parents/carers informed at every stage.
- To seek the views of the child where possible regarding plans and targets.
- To provide a positive and active approach from all the school staff to ensure that children feel valued.
- To endeavour to give maximum equal opportunity for gaining access to the curriculum.

Objectives

- To set achievable targets – however small – thereby promoting self-esteem and a positive attitude to learning.
- To employ a variety of resources and teaching strategies to enable differentiation in the approach to the National Curriculum.
- To work in partnership with parents/carers and pupils.
- To make all staff aware of the range of external agencies available to support children.
- To make all staff aware of the need for a whole school response to Special Educational Needs.

Admission Arrangements

We aim to admit all children to the school and to integrate them fully into life at Claines CE Primary ensuring that they have access to a broad and balanced curriculum. Where children attend a specialist unit (eg. a Language Unit) at pre-school level, we will liaise with that unit and if necessary, a split placement or phased entry to Claines CE Primary School will be arranged.

In the event of a child attending the Pupil Referral Unit, we would liaise closely with that setting.

Role of the Class Teacher

Follow the graduated response as outlined below:

- To identify children who are experiencing difficulty (refer to 'definition' section) in collaboration with advice and guidance of the SENDCo.
- To differentiate within the classroom and to provide appropriate opportunities and resources.
- To monitor and record the progress of the child as an ongoing process.
- To inform parents/carers of areas of concern and to seek support and active involvement from them.
- The class teacher will organise and differentiate the child's work and will keep records of this process for assessment by external agencies should this be required.
- For children experiencing emotional/behavioural difficulties, class teachers will keep evidence of strategies used and will involve parents in a supportive role.
- As new members of staff join the school, they are advised about the special needs arrangements and their role responsibility towards the implementation of the policy.

Role of the Inclusion Lead (SENDCo)

The SEND Co-ordinator, with the support of the Head of school and colleagues, focuses on developing effective ways of overcoming barriers to learning and sustaining effective teaching through the analysis and assessment of children's needs, by monitoring the standards of pupils' achievements, and by setting targets for improvement.

The SENDCo works with curriculum co-ordinators so that the learning for all children is given equal priority, and available resources are used to maximum effect.

Their responsibilities may include:

- overseeing the day-to-day operation of the school's SEND Policy
- co-ordinating provision for children identified with SEND
- liaising with the relevant Designated Teacher where a looked after pupil has SEND
- advising on the Graduated Approach to providing SEND Support
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaising with parents/carers of pupils with SEND

- liaising with early years providers, Learning Support Team, Speech and Language Team, educational psychologists, health and social care professionals, other schools especially when receiving pupils with SEND into school and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority and its support services
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- working with the Headteacher and school Governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensuring that the school keeps the records of all pupils with SEND up to date
- provide reports to Governors regarding SEND provision.

Role of the Headteacher

- To have an accurate overview of the SEND profile at the school and the pupils currently on SEN registers.
- To have clarity of arrangements in place in order to respond to need.
- To monitor SEN reviews in liaison with the SENDCo
- To monitor teaching arrangements made for SEND children including the deployment of teaching assistants
- To advise the LA when a formal assessment may be necessary

Role of the Governors

The Governing Body must:

- do its best to ensure that the necessary provision is made for any pupil who has special educational needs
- ensure that, where the Headteacher has been informed by the LA that a pupil has special educational needs, those needs are made known to all who are likely to be involved with them
 - ensure that teachers in the school are aware of the importance of identifying, and providing for, those pupils who have special educational needs
- consult the LA and the governing bodies of other schools, when it seems to be necessary or desirable in the interests of co-ordinated special educational provision in the area as a whole
- ensure that a pupil with special educational needs joins in the activities of the school together with pupils who do not have special educational needs, so far as is reasonably practical and compatible with the child receiving the special educational provision their

learning needs call for and the efficient education of the pupils with whom they are educated and the efficient use of resources

- report to parents on the implementation of the school's policy for pupils with special educational needs

Governors play a major part in school self-review and have established mechanisms to ensure that they are fully informed about the school, including the systems for and the outcomes of in-school monitoring and evaluation. In relation to SEND, the governing body should make sure that:

- they are fully involved in developing and monitoring the school's SEND policy
- all governors, especially any SEND governors, are up-to-date and knowledgeable about the school's SEND provision, including how funding, equipment and personnel resources are deployed
- SEND provision is an integral part of the school development plan
- the quality of SEND provision is continually monitored

Communication and Liaison with Parents

The school will have regard to the Special Educational Needs and Disability Code of Practice 2014 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 SEND provision is being made for their child (Chapter 6).

Partnership with parents/carers plays a key role in enabling children and young people with SEND to achieve their potential. The school recognises that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents of children with special educational needs will be treated as partners and supported to play an active and valued role in their children's education. Developing good relationships with parents is seen as crucial to success.

6.65 (Code) Where a pupil is receiving SEND support, schools should talk to parents regularly to set clear outcomes and review progress towards them, discuss the activities and support that will help achieve them, and identify the responsibilities of the parent, the pupil and the school.

- Parents can contact the class-teacher and SENDCo directly when necessary and are fully encouraged to do so.
- Parents are encouraged to give their support at home whenever possible with the emphasis on raising self-esteem and building a positive attitude.

Pupil Involvement and Pupil Voice

Children are encouraged, in a very simplified way, to be part of the decision making and the setting of their learning or behavioural targets. The emphasis is on success and this is supported within the school's overall ethos and attitude. Children's views are gathered as part of the review process.

SEND in the Early Years

We have good links with outside agencies and there is provision in the Early Years to respond to the needs of children with SEND. The Foundation Stage Profile is completed by the end of Reception. This is then discussed with parents and can be an indicator of future areas of concern. Class teachers use observation and informed evaluation to assess concern and children's needs are highlighted through class plans showing a differentiated curriculum.

The school will assess each child's current levels of attainment on entry in order to ensure that they build upon the pattern of learning and experience already established during the child's pre-school years. If the child already has an identified special need this information will be transferred from the Early Years setting and the SENDCo and the child's class teacher will use this information to:

- Provide starting points for the development of an appropriate curriculum
- Identify and focus attention on action to support the child within the class
- Use the assessment processes to identify any learning difficulties
- Ensure ongoing observation and assessment provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning
- Involve parents/carers in implementing a joint learning approach at home

The identification and assessment of the special educational needs of children whose first language is not English, requires particular care. Where there is uncertainty about an individual child, teachers will look carefully at all aspects of a child's performance in different subjects to establish whether the problems they have in the classroom are due to limitations in their command of the language that is used there or arise from special educational needs.

A Graduated Response

The school has developed a graduated approach – a cycle of assessment, planning and reviewing our actions in increasing detail and with increasing frequency to identify the best way of securing adequate progress for pupils.

1. Assess Needs: We monitor and review the progress and development of all children. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. The majority of pupils can make progress through such teaching.

2. Plan: Where progress gives cause for concern class-teachers work in partnership with parents/carers to develop a plan to ensure that children/young people with SEND receive the right levels of support for their future learning and development. Class teachers, supported by the Senior Leadership Team, make regular assessments of progress for all pupils. Where pupils are falling behind or making inadequate progress given their age and starting point, they are given extra support.

3. Do: This Graduated Response should be led and coordinated by the SENDCo working with and supporting colleagues. Parents should be engaged at each stage of this cycle, contributing their insights into assessment and planning. Intended outcomes are shared with parents and reviewed with them.

4. Review: The effectiveness of the support and the impact on the pupil's progress is reviewed regularly.

Adequate progress can include progress which:

- a. Is similar to that of peers starting from the same baseline
- b. Matches or betters of pupil's previous rate of progress
- c. Closes the attainment gap between the pupil and their peers
- d. Prevents the attainment gap growing wider.

Where a pupil continues to make little or no progress, or if a pupil is not developing as expected or is not responding to action being taken, school may call upon external professionals to advise and assist further. They may also help in identifying those pupils whose need for long term support is such that an EHC Plan might be required. School uses provision mapping to track the impact and outcomes of interventions offered to the pupil.

Individual Provision Maps

Strategies employed to enable the child to progress will be recorded within an Individual Provision Map (IPM). The IPM will include information about

- the short-term targets set for the child: this will include as a priority targets recommended in external reports where available
- the provision to be put in place: sessions and who will provide them, resources needed
- outcomes (to be recorded when IPM is reviewed).

The IPM 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 parents. The IPM will be reviewed at least termly and parents' views on 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.

External agency input

A request for support from external services is likely to follow a decision taken by the SENDCo and colleagues, in consultation with parents/carers, at a review of the IPM. External support services will usually see the child so that they can advise teachers on Individual Provision Maps 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.

The triggers for External Agency referral will be that, despite receiving individualised support the child:

- continues to make little or no progress in specific areas over a long period
- continues working at levels lower than age related expectations
- continues to have difficulty in developing literacy and mathematics skills
- has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the class group, despite having an individualised behaviour management programme
- has sensory or physical needs, and requires additional specialist equipment or regular advice or visits by a specialist service
- has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

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 IPM 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 IPM continues to be the responsibility of the class teacher.

School request for an Assessment of Educational, Health and Care (EHC) needs

Where a request for an assessment is made by the school to an LA, the child will have demonstrated significant cause for concern. The LA will need information about the child's progress over time, and will also need 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 in place. The school will provide this evidence through the *graduated response*.

This information may include:

- an individual provision map for the pupil

- records of regular reviews and their outcomes
- the pupil's health including the child's medical history where relevant
- National Curriculum levels attainments 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
- involvement of other professionals such as health, social services or education welfare service.

EHC needs Assessment

EHC needs assessment involves consideration by the LA, working cooperatively with parents, the child's school and, as appropriate, other agencies, as to whether a statutory assessment of the child's special educational needs is necessary. A child will be brought to the LA's attention as possibly requiring an assessment through a request by the child's school, from a parent or a referral by another agency. 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 for an EHC needs assessment. The LA may decide that the degree of the pupil'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 needs provision through an Education, Health and Care (EHC) plan. An EHC plan will include:

- The views, interests and aspirations of the child and their parents, or of the young person
- The child or young person's special educational needs (SEND)
- The child or young person's health needs which relate to their SEND
- The child or young person's social care needs which relate to their SEND
- The outcomes sought for the child or the young person
- The special educational provision required by the child or the young person
- Any health provision reasonably required by the learning difficulties or disabilities which result in the child or young person having SEND
- Any social care provision which must be made for a child or young person under 18 resulting from section 2 of the Chronically Sick and Disabled Persons Act 1970 (CSDPA)
- Any other social care provision reasonably required by the learning difficulties or disabilities which result in the child or young person having SEND
- Placement
- Personal Budget (including arrangements for direct payments)
- Advice and information

Refer to Chapter 9 of the SEN Code of Practice for more information.

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

Annual review of a statement of an EHC

All EHC's must be reviewed at least annually with the parents, the pupil, the LA, the school and professionals involved 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 plan. The annual review should focus on what the child has achieved as well as on any difficulties that need to be resolved.

Curriculum entitlement and inclusion

All pupils are taught in mainstream classes alongside their peers with the majority of learning taking place in ordinary lessons incorporating differentiation. Children who receive support are either taught within the class situation or are withdrawn for intensive support from a TA individually or in small groups. If children are receiving TA support the TA's liaise very closely with the class teacher and SENDCo. At all times children are taught and integrated into the main body of the school.

School follows a 'Waves of Support' approach as outlined by Worcestershire's Local Offer:

Wave 1 describes quality inclusive teaching which takes into account the learning needs of all the pupils in the classroom. It includes providing differentiated work and creating an inclusive learning environment.

Wave 2 describes specific, additional and time-limited interventions provided for some pupils who need help to accelerate their progress to enable them to work at or above age-related expectations. They are often targeted at a group of pupils with similar needs.

Wave 3 describes targeted provision for a minority of pupils where it is necessary to provide highly tailored interventions to accelerate progress or enable children to achieve their potential.

Further information regarding Claines CE Primary School's Waves of Support are detailed in our SEND Information Report on the website or available from the SENDCo.

Resources and accommodation

Resources have been gathered to help target general areas of learning – literacy and numeracy, visual and auditory discrimination etc. There is also information available on dyslexia, dyspraxia, speaking and listening, ADHD, autism, social skills etc., as well as books, concrete and multi-sensory apparatus, games and discs. ICT resources, software and games

are also used. Some items are kept as a specialised resource to provide a fresh start, or new approach, but resources are generally available for all staff to use if necessary.

Support services and links with other agencies

We have established links with the following agencies:

- Educational Psychologist Team
- Behaviour Support Team
- Learning Support Team
- Physical Disabilities Outreach Team.
- Speech & Language Therapist.
- Integrated Service for Looked after Children.
- Educational Welfare Office.
- Parent Partnership Service.
- Community Paediatricians.
- School Nurse.
- Clinical Psychologist.
- Occupational Therapist.
- Pupil Referral Unit.
- Language Units
- Integrated Specialist Support Service

Links with other schools/transfer to Secondary School

The SENDCo attends regular meetings with SENDCo's of local primary and high schools. Children visit Secondary schools with their peers and all information, copies of IPMs and reviews are passed to the next school so that staff there are very aware of SEN issues. The SENDCo also liaises regularly with the SENDCo from our partner high schools in the run up to transition.

Training and Inset

SEND issues are discussed at staff meetings and training is provided as and when necessary. TA's receive regular CPD meetings delivered by the SENDCo, members of the SLT and other agencies.

Budget/allocation of resources

The school is committed to supporting children with SEND and employs a SENDCo to work in this area. An annual budget is available for the purchase of resources, training etc.

Complaints

In the event of a complaint in respect of provision for a child with SEND, parents should first approach the SENDCo and/or Headteacher. Parents may wish to refer to the school's Complaints Policy, which can be found on the school website.

Criteria for success

The success of the system can be measured in terms of the following criteria:

- Effectiveness in identifying and meeting the needs of the children
- Accurate records of identified pupils on the register
- Provision Mapping which is realistic and well defined
- The children do not perceive themselves to be 'different' or 'failing'. Work must be based on small, achievable targets with in-built success which will raise self-esteem
- Every child feeling valued by adults and other children
- Parents and the school working together in partnership

Reviewing the policy

The SEND policy will be reviewed and revised through day to day delivery and minor amendments will be made annually where necessary.

The Governing Body will monitor and review the Special Educational Needs and Disabilities policy annually. If the policy appears to need modification, then the SENDCo will report its findings and recommendations to the full Governing Body.