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# THE FEDERATION OF PENNY ACRES AND WIGLEY PRIMARY SCHOOL

## SPECIAL EDUCATIONAL NEEDS AND DISABILITIES POLICY

# **SPECIAL EDUCATIONAL NEEDS AND DISABILITIES POLICY**

For the purpose of this policy the term TA refers to teaching assistants.

## **Introduction**

The Federation of Penny Acres and Wigley Primary Schools has a named SENCO (Mrs Sally Clements) who has completed the Government SENCO qualification, and a named Governor (Mrs Catherine Simpson) responsible for SEND. Mrs Clements is currently overseen by Headteacher, Mr Ratcliffe. They ensure that the Special Educational Needs policy works within the guidelines and inclusion policies of the Code of Practice (2014), the Local Authority and other policies current within both schools. Mrs Sally Clements is a Senior Teacher at The Federation of Penny Acres and Wigley Primary Schools.

At The Federation of Penny Acres and Wigley Primary Schools, we believe in treating all pupils as individuals and catering for their individual needs. This includes children with special educational needs and disabilities (SEND). We recognise that pupils have individual educational needs that should be taken into account and we aim to provide effective support for them. All pupils with SEND are valued, respected and equal members of the school. Staff will work to ensure that all pupils maintain high levels of self-esteem in order to achieve their full potential. At the earliest opportunity, support will be given to pupils by members of staff, working in partnership with parents. The school is following National and Local Authority (LA) guidelines for the inclusion of all pupils. The effectiveness of provision for pupils with special educational needs will be monitored and evaluated, with reference to the School's Assessment Policy, by the SENCO, members of the respective school's teaching staff and the governor with responsibility for SEND.

It is our belief that all children have an equal right to a full and rounded education which will enable them to achieve their full potential. We use our best endeavours to secure special educational provision for pupils for whom this is required, that is 'additional to and different from' that provided within the differentiated curriculum to better respond to the four areas of need identified in the new SEND Code of Practice (January 2015).

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory/physical

## **Aims**

The 1988 Education Act affirms the entitlement of all children to a broad, balanced and relevant curriculum so our aims are:

- To ensure the SEN and Disability Act and relevant codes of Practice and Guidance are implemented effectively across the school

- To ensure children have the opportunity to develop to their full potential with the guidance and support of their class teacher and SENCO
- To provide for all the needs of the child whilst encouraging inclusion in class and school activities
- To create an environment that meets the educational needs of each child in order that they can achieve their learning potential and engage in activities alongside pupils who do not have SEND
- To promote a positive self-image and self-worth for all children
- To ensure that the needs of pupils with SEND are identified as early as possible, assessed, provided for, monitored and regularly reviewed
- To develop learning and teaching styles that take account of the wide range of abilities, aptitudes and interests of the pupils in order to meet their individual needs
- To ensure access for all children to a broad and balanced curriculum, including the National Curriculum, and Foundation Stage Curriculum
- To work in partnership with parents to enable them to make an active contribution to the education of their child
- To maintain close links with support services, other schools and agencies
- To take views and wishes of pupils into account and involve them in planning and decision making
- To work in cooperation and productive partnerships with the LA and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners
- To request, monitor and respond to parents/carers and pupils views in order to evidence high levels of confidence and partnership
- To identify the roles and responsibilities of all staff in providing for children's SEND
- To raise staff awareness and expertise through relevant training and CPD
- To ensure support and full inclusion for pupils with medical conditions, in all school activities by ensuring consultation with health and social care professionals.

This policy describes in detail the procedures and systems which have been established in The Federation of Penny Acres and Wigley Primary Schools, for meeting the objectives of providing an inclusive education for all children with special educational needs, whilst aiming to provide the entitlement of access to a full and balanced curriculum including the National Curriculum. We will ensure that teachers are able to identify and provide for those pupils with SEND, allowing them to join in all school activities together with pupils who do not have SEND.

## **Definition of Special Educational Needs**

Children have special educational needs if they have a *learning difficulty* that 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 authority.
- Are under compulsory school age and fall within the definitions above or would do if special educational provision was not made for them.

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

Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England. Health care provision or social care provision which educates or trains a child or young person is to be treated as special educational provision.

## **Equal Opportunities and Inclusion**

Through all subjects we ensure that the school meets the needs of all, taking account of gender, ethnicity, culture, religion, language, sexual orientation, age, ability, disability and social circumstances. It is important that in this school we meet the diverse needs of pupils to ensure inclusion for all and that all pupils are prepared for full participation in a multi-ethnic society.

**Through appropriate curricular provision, we respect the fact that children:**

- have different educational and behavioural needs and aspirations
- require different strategies for learning
- acquire, assimilate and communicate information at different rates
- need a range of different teaching approaches and experiences

**Teachers respond to children's needs by:**

- providing support for children who need help with communication, language and literacy
- planning to develop children's understanding through the use of all available senses and experiences
- planning for children's full participation in learning, and in physical and practical activities

- helping children to manage and own their behaviour and to take part in learning effectively and safely
- helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning

**The teaching needs of all pupils, particularly with SEND require:**

Positive attitudes from staff with an emphasis on achievement.

Partnerships with teachers that encourage them to become active learners, helping to plan, build and evaluate their own learning programme wherever possible.

A climate of warmth and support in which self-confidence and self-esteem can grow and in which pupils with SEND can experiment without fear of criticism or failure.

Partnerships between home and school.

Extra support at times in order to access the National Curriculum.

**Staff roles and responsibilities**

Along with the Governing Body, the Headteacher is responsible for ensuring the development and refinement of policy and in monitoring arrangements for identification and assessment and programmes of support.

**The governors are responsible for:**

- regard to the SEN Code of Practice when carrying out their duties towards all children with SEND
- secure the necessary provision for any pupil identified as having SEND
- ensure through the Headteacher delegation that all teachers are aware of the importance of providing for these children
- ensure they are involved in developing and monitoring the school's SEND policy
- monitor and report to parents annually on the implementation and success of the school's policy and provision made for children with SEND
- ensure they are up to date and knowledgeable about the school's SEND provision including how funding, equipment and personnel resources are deployed

**The named coordinator for Special Needs is Mrs Sally Clements.**

The SENCO has a key role in determining the strategic development of the SEND policy and provision in order to raise the achievement of children with SEND. Responsibilities include:

- overseeing the day-to-day operation of the school's SEND policy
- coordinating provision for children with special educational needs on a daily basis
- liaising with and advising fellow teachers
- managing teaching support assistants
- coordinating the efficient administration of the systems for identifying, assessing, monitoring and record keeping for children with SEND
- liaising with parents of children with SEND
- contributing to the in-service training of staff
- liaising with external agencies including the LA's support and educational psychology services, health and social services, and voluntary bodies
- liaising with local high schools so support is provided for Y6 pupils as they prepare to transfer.
- to ensure appropriate Pupil Profiles/Cast Studies are in place and that these are appropriate to needs of the child
- to assist class teachers to draw up Pupil Profiles/Case Studies in consultation with other members of staff and parents where appropriate.
- co-ordinating Annual Reviews / Educational Health Care Plan Reviews for children with statements of SEND
- liaising closely with the Headteacher
- to ensure that records are kept for children with SEND
- to monitor in line with the school monitoring schedule
- co-ordinating and developing school based strategies for the identification and review of children with SEND.

## **The Headteacher is Mr D Ratcliffe**

It is the responsibility of the Headteacher to ensure that:

- there is a whole school policy for SEND and that this is implemented throughout the school
- the Governing Body is kept informed of the schools SEND policy/provision
- opportunities for staff development and training are provided
- the SEND budget is allocated and used effectively
- liaise closely with the SENCO

## **Teaching staff**

All teachers are teachers of SEND. Therefore, all staff share the responsibility of meeting an individual's special needs and are aware of the school's procedures for identifying, assessing and making provision for these pupils. Class teachers have overall responsibility for those pupils in their classes who have special educational needs. They are responsible for:

- ensuring that lessons are differentiated and setting suitable learning challenges, taking into account the needs of individual pupils with SEND
- taking account of different learning styles and using a multi-sensory approach
- providing a supportive working environment with ready access to materials and equipment
- identifying early concerns and putting strategies into place to support pupils' learning including involvement from the SENCO
- deploying TAs appropriately to support the individual needs of children with SEND
- monitoring progress of individual targets
- liaising with TAs on pupil response and progress to inform planning
- discussing concerns and keeping parents up to date on their child's progress

The class teacher is ultimately responsible for the teaching and learning of each child in their class. Outside agencies, the SENCO and the TAs may provide support but, it is only the class teacher who is able to plan for the total educational experience of the children with special needs. The individual teacher must:

- undertake specific planning for any children in the class with SEND as an integral part of their short term planning. Planning must take into account the need for differentiation and the careful match of tasks set to children's needs and abilities
- maintain clearly focused teaching plans, which target skills and concepts

- keep careful records of each child's progress so as to identify the necessary level of support
- take the lead in ensuring consultation with the SENCO
- co-ordinate and make optimum use of any TAs

The Teaching Assistants work alongside teaching staff making appropriate provision and supporting children's individual needs. Their responsibilities include:

- supporting groups or individual children in class as directed by the class teacher
- supporting small groups or individuals outside of the classroom where deemed necessary by the class teacher
- raising concerns and monitoring progress with class teacher
- delivering intervention programmes where needs have been identified by class teachers and SENCO
- monitoring progress of interventions and feeding back to SENCO

TAs may also be employed to support a child with a statement of SEND. They have appropriate responsibility for the child's specific needs during their time with that child. Their responsibilities include:

- supporting the child in a 1:1 or group setting where appropriate, as directed by class teacher
- raising concerns with class teacher and SENCO
- liaising with the class teacher and SENCO on pupil response and progress
- maintaining close communication with parents on child's progress
- delivering intervention programmes where needs have been identified by class teachers and SENCO
- monitoring progress of interventions and feeding back to SENCO

### **Identification, Assessment and Provision**

Provision for children with SEND is a matter for the whole school. The governing body, the school's Headteacher, the SENCO and all other members of staff, particularly class teachers and teaching assistants, have important day-to-day responsibilities. All teachers are teachers of children with SEND. The school will assess each child's current levels of attainment on entry in order to ensure that they build on the patterns of learning and experience already established during the child's pre-school years.

The importance of identifying a child with special needs early in their education is crucial. The earlier action is taken to support individuals, the more responsive a child is likely to be. It is expected that



the class teacher will often be the first to identify any problems that a child may be experiencing, however, we recognise that the identification of a child's needs can come from a number of other people, including GPs, parents, health visitors etc.

The core of the teachers' work involves a continuous cycle of teaching and assessing, taking into account the differences in pupils' abilities, aptitudes and interests. Some pupils require increased levels of provision and support. Progress is the crucial factor in determining the need for additional support.

The school's system for observing and assessing the progress of individual children will provide information about areas where a child is not progressing satisfactorily. Under these circumstances, teachers may need to consult the SENCO to consider what else might be done. This review might lead to the conclusion that the pupil requires help over and above that which is normally available within the particular class or subject.

The key test of the need for action is that current rates of progress are inadequate. Adequate progress can be identified as that which:

- Prevents the attainment gap between the child and his peers from widening
- Closes the attainment gap between the child and his peers
- Better the child's previous rate of progress
- Ensures access to the full curriculum
- Demonstrates an improvement in self-help, social or personal skills
- Demonstrates improvements in the child's behaviour

In order to help children with SEND, our Federation will adopt a graduated response. All teachers are responsible for identifying pupils with SEND, and in collaboration with the SENCO, will ensure that pupils requiring different or additional support are identified at an early stage. This may see us using specialist expertise, if as a school we feel that our interventions are still not having an impact on the individual. The school will record the steps taken to meet the needs of individual children through the use of e.g. records of meetings, pupil progress reviews, IEPs or other paperwork. The SENCO will have responsibility for ensuring that records are kept and available when needed. If we refer a child for statutory assessment, we will provide the LA with a record of our work with the child to date.

When any concern is initially noticed it is the responsibility of the class teacher to take steps to address the issue. Parents may be consulted and specific intervention put in place and monitored for a period of up to 6 weeks. If no progress is noted after this time, the child may be added to the school SEND register with parental permission. The class teacher after discussion with the SENCO will then provide additional interventions that are additional to those provided as part of the school's differentiated curriculum and the child will be given individual learning targets, which will be applied within the classroom. These targets will be monitored by the class teacher and teaching

assistants within the class and reviewed formally with the SENCO, parents and young person at consultation evenings or review meetings.

When a child has been identified as having difficulties:

- The class teacher and TA will continue to closely observe and monitor children where they have cause for concern
- The SENCO will decide on next steps, which may involve consultation with outside agencies, and advise teachers
- Parents will be informed and invited to discuss concerns with the class teacher and/or SENCO
- The identification and assessment of the SEND of children whose first language is not English, requires particular care. All aspects of a child's performance in different subjects will be closely examined to establish whether the problems they have are due to limitations in their command of the language or arise from special educational needs

**Reasons for a child being added to the SEND register may include the fact that he/she:**

- 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 improved 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

Children and young people with special educational needs often have a unique knowledge of their own needs and their views about what sort of help they would like. They will be encouraged to contribute to the assessment of their needs, the review and transition process.

### **The Nature of Intervention**

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

- Different learning materials or specialist equipment
- Some group or individual support, which may involve small groups of children being withdrawn to work with TA support to complete interventions

- Extra adult time to devise/administer the nature of the planned intervention and also to monitor its effectiveness
- Staff development and training to introduce more effective strategies

After initial discussions with the SENCO, the child's class teacher will be responsible for working with the child on a daily basis and ensuring delivery of any individualised programme in the classroom. Parents will continue to be consulted and kept informed of the action taken to help their child, and of the outcome of any action. The SENCO will support further assessment of the child where necessary, assisting in planning for their future needs in discussion with colleagues and parents.

### **Links with other agencies**

These services may become involved if a child continues to make little or no progress in specific areas over a long period of time, despite considerable input and adaptations. This may also include:

- referring children who have emotional or behavioural difficulties which regularly and substantially interfere with their own learning or that of the class group
- a child who has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service
- a child who has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning

The external specialist may act in an advisory capacity, or provide additional specialist assessment or be involved in teaching the child directly. They will use the child's records in order to establish which strategies have already been employed and which targets have previously been set. The child's individual targets will set out 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 continues to be the responsibility of the class teacher.

The SENCO takes the lead in coordinating arrangements for liaison with outside agencies and other professional. Staff need to make the SENCO or Headteacher aware of the sorts of support which may be needed. We are regularly involved with a number of outside agencies:

Doctors/GP

Speech and Language Therapist

School Nurse

SSSEN

Planning meetings are held between the Educational Psychologist (if applicable), a member of staff from SSSEN and either the Headteacher or the SENCO, at least twice a year. There are also termly consultation meetings held between school, parents, SSSEN and EPS to discuss the needs of children who have not been referred to an outside agency. These meetings allow concerns to be raised and advice to be given and actions plans to be put in place. A child must be discussed at a consultation

meeting before being raised at a planning meeting. At these meetings, the school is able to raise the concerns it has about individual children and request further involvement from the support services.

There are termly planning meetings between school and a member of staff from SSEN.

### **Partnerships with Parents**

Staff at The Federation of Penny Acres and Wigley Primary Schools firmly believe in fostering strong partnerships with parents to enable all pupils, as well as those with SEND, to achieve their potential. The school recognises that parents have a unique overview of their children and know how best to support them. This gives them a key role in the partnership.

Parents are assured that they are provided with regular information about their child's performance and early warning of any problems. The school website contains details of this policy, the school's accessibility plan and the schools medicines policy.

For most of our parents, home/school partnership begins prior to admission to Reception with home visits and provision of information on each child. Informal contact is continuous, as well as 'planned contact' by appointment. Parents' consultations and formal reports soon become a part of the routine exchange of information. Parents are frequently asked to help with their child's learning by listening to them read, learn spellings or by helping them with other aspects of work.

At all stages of the special needs process, the school keeps parents fully informed and involved. We take account of the wishes, feelings and knowledge of parents at all stages. We encourage parents to make an active contribution to their child's education and have regular meetings each half term to share the progress of special needs children with their parents. We inform the parents of any outside intervention, and share the process of decision-making by providing clear information relating to the education of their child.

### **SEND Support**

SEND support is characterised by interventions that are different from or additional to the normal differentiated work. Intervention can be triggered through concern, supplemented by evidence that, despite receiving appropriate teaching, pupils:

- make little or no progress
- demonstrate difficulty in developing literacy or numeracy skills
- show persistent emotional/behavioural difficulties that are not affected by behaviour management strategies
- have sensory/physical problems, and make little progress despite the provision of specialist equipment
- experience communication or interaction problems and make little or no progress despite experiencing a differentiated curriculum

If the school decides, after consultation with the parents, that a pupil requires additional support to make progress, then the pupil is placed on the SEND register. Parents are regularly informed of the action and the results.

In collaboration with the SENCO, the class teacher decides upon the action required to help the pupil. Based on the results of previous assessments, the action might be:

- deployment of extra staff to work with the pupil
- providing alternative learning materials/special equipment
- group support
- staff deployment or training to undertake more effective strategies
- access to LA support services for advice on strategies, equipment or staff training.

For some children with SEND, school may require additional support from specialist outside agencies. Children who are working with outside agencies are still recorded as SEND Support on the SEND register.

#### **School Request for Statutory Assessment / an Education Health Care Plan (EHCP):**

A request will be made by the school to the LA if the child has demonstrated significant cause for concern. The LA will be given information about the child's progress over time, and will also receive documentation in relation to the child's SEND and any other action taken to deal with those needs, including any resources or special arrangements put in place. The evidence will include:

- Progress against IEPs
- Records of regular reviews and their outcomes
- Records of the child's health and medical history where appropriate
- National Curriculum progress and achievement in English and mathematics
- Education and other assessments, for example from an advisory specialist support teacher or educational psychologist
- Views of the parents

The parents of any child who is referred for statutory assessment will be kept fully informed of the progress of the referral. Children with a statement of SEND / EHCP will be reviewed at annual assessment reviews. When this coincides with transfer to secondary school, the SENCO from the high school will be invited to the review and will be informed of the outcome of the review.

### **Admission and Access**

The Governing Body believes that the admissions criteria should not discriminate against pupils with SEND. Both schools have a disabled toilet. In accordance with the requirements of the Disability Discrimination Act, reasonable adjustment will be made to accommodate pupils with disabilities and this will be reflected in the School's Accessibility Plan, which can be found on both school's website.

### **SEND INSET**

All staff, including Teaching Assistants are encouraged to attend courses that help them to acquire the skills needed to work with SEND pupils.

### **Complaints**

The school's complaints procedure is outlined on the School website. The Code of Practice outlines guidance that the LA must set up for preventing and resolving disagreements. These will be explained to parents if required.

### **Evaluating the success of the school's SEND Policy**

The Governing Body will report on the success of the policy. When the success is evaluated, the school will consider the views of:

- the teachers
- the parents
- the pupils
- outside professionals

Pupil progress will provide evidence for the success of the SEND Policy and this will be analysed carefully during Pupil Progress Meetings.