

New Close Primary School Special Educational Needs and or Disability (SEN/D) Policy

Introduction

New Close primary School has a named Special Educational Needs Governor responsible for SEN/D (Mrs Hayward). They ensure that the New Close Special Educational Needs policy works within the guidelines and inclusion policies of the Code of Practice (January 2015), the Local Education Authority and other policies current within the school. At New Close, it is the belief that all children have an equal right to a full and rounded education which will enable them to achieve their full potential and prepare them effectively for adulthood. We use our best endeavours to secure special educational provision for pupils for whom this is required, that is 'additional to and different from' what is provided within our differentiated curriculum to better respond to the four areas of need identified in the new Code of Practice:

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

What are special educational needs?

A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally available 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.

Aims and objectives

The aims of this policy are:

- to create an environment that meets the special educational needs of each child in order that they can achieve their learning potential and engage in activities alongside their peers
- to request, monitor and respond to parents/carers and pupils views in order to evidence high levels of confidence and partnership
- to make clear the expectations of all partners in the process
- to ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development
- to ensure support for pupils with medical conditions' full inclusion in all school activities by ensuring consultation with health and social care professionals
- to identify the roles and responsibilities of all staff in providing for children's special educational needs
- through reasonable adjustments to enable all children to have full access to all elements of the school curriculum
- to work in cooperation and productive partnerships with the Local Education Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners

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. We also measure and assess the impact regularly through meetings with our SEN/D coordinator and individual teachers to ensure all children have equal access to succeeding in each subject.

New Close School provide high quality teaching to all pupils in all classes, ensuring that differentiation across the curriculum, a broad range of resources, pupil voice, clear routines and expectations and strong subject knowledge are always at the core of careful, considered planning for each class and cohort.

Access to the Curriculum

All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to understand the relevance and purpose of learning activities and experience levels of understanding and rates of progress that bring feelings of success and achievement, promoting a love for learning.

Teachers use a range of strategies to meet children's special educational needs, in a way that includes all learners in the classroom: lessons have clear learning objectives and staff differentiate work appropriately; staff use assessment to inform the next stage of learning; all staff have received training on 'Teaching and Learning styles' and brain friendly learning and this has led to members of staff planning lessons that incorporate the different learning styles that children have; Individual Education Plans, which employ a small-steps approach, feature significantly in the provision that we make in the school, and finally, by breaking down the existing National Curriculum expectations into finely graded steps and targets, we ensure that children experience success.

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

Identification, Assessment and Provision

Provision for children with special educational needs is a matter for the whole school, as set out by the Code of Practice. The governing body, the school's head teacher, the Special Educational Needs Co-ordinator (SENCO) and all other members of staff, particularly class teachers and teaching assistants, have important day-to-day responsibilities for the progress and wellbeing of all pupils, including children with SEN/D. All teachers are teachers of children with special educational needs.

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 previous years in education. If the child already has an identified special educational need, this information may be transferred from other partners in their previous setting and the class teacher and SENCO 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 assessments provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning.

The identification and assessment of the special educational needs of children whose first language is not English requires particular care. Within the first few weeks of an English as an Additional Language (EAL) child joining New Close School, their fluency in English is tested using a current Ethnic Minority Achievement Service (EMAS) test to categorise the child's Speech and Language, Reading and Writing. 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 uncertainty is due to limitations in the child's command of English or arises from special educational needs.

The Role of The SENCO and what Provision Looks like at New Close

The Special Educational Needs Co-ordinator's [SENCO] responsibilities include:

- Overseeing the day-to-day operation of the school's SEN/D policy.
- Strategically co-ordinating provision for children with SEN/D.
- Liaising with and advising fellow teachers.
- Overseeing the records of all children with SEN/D.

- Liaising with parents of children with SEN/D.
- Contributing to the in-service training of staff.
- Liaising with local high schools so that support is provided for Y6 pupils as they prepare to transfer.
- Liaising with external agencies including the LEA's support and educational psychology services, health and social services and voluntary bodies.
- Co-ordinating and developing school based strategies for the identification and review of children with SEN/D.
- Monitoring the progress of children on the school's Code of Practice and analysing recent assessment data.

Monitoring Children's Progress

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 sign 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 their 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 social, emotional and mental health.

In order to help children with special educational needs, New Close will adopt a graduated response. 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 an IEP (Individual Education Plan) and provision map and the SENCO will have responsibility for ensuring that records are kept and available when needed. If we refer a child for statutory assessment/Education Health and Care Plan, we will provide the LEA 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 SEN/D 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 high quality teaching and the child will be given individual learning targets which will also 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 Class Teacher and SENCO, parents and young person.

Reasons for a child being added to the SEN/D 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 social, emotional and mental health 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.

Partnership with parents

Partnership plays a key role in enabling children and young people with SEN/D to achieve their potential. Parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs. All parents of children with special educational needs will be treated as partners given support to play an active and valued role in their child's education.

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 school website contains details of our policy for special educational needs and the special educational needs Local Offer which contains information about the arrangements made for children in our school with special educational needs.

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, in the knowledge that this can be vital to supporting the child's progress. 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 ask for and 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.

Parents always have access to the SENCO through the school email address and phone number.

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 to support the child in class.
- Some group or individual support, which may involve small groups of children being withdrawn to work with TA support on a particular intervention programme (which is planned clearly, carried out and then assessed for its success in boosting the child in the targeted area).
- In-class, small-group support to ensure that the child(ren) being targeted can access the learning and achieve in line with their peers.
- Staff development and training to introduce more current and 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. Parents will be invited to meet regularly with the class teacher and/ or SENCO. The SENCO will support further assessment of the child where necessary, assisting in planning for their future needs in discussion with colleagues and parents.

The use of outside agencies

These services may become involved if a child continues to make little or no progress despite considerable input and adaptations. 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 external specialist may act in an advisory capacity, provide additional specialist assessment or be involved in teaching the child directly.

These services are brought in, using the knowledge collected by the school for the particular child, to focus on an aspect of the child's development, whether that is cognitive, social, emotional or any other. They will then support the school to build the child's individual targets and set out strategies for supporting the child's progress. These will be implemented, as much as possible, in the classroom setting. The delivery of the interventions recorded in the IEP continues to be the responsibility of the class teacher.

In addition, where the child's physical health and development is causing concern, the School Nurse may be asked to be involved, with parental permission, to suggest strategies to further support the child or sign-post towards a different service that can help.

Outside agencies may become involved if the child:

- Continues to make little or no progress in specific areas over a long period.
- Continues working on areas of the National Curriculum that are substantially below that expected of children of a similar age.
- Continues to have difficulty in developing literacy and mathematical skills.
- Has social, emotional or mental health difficulties which regularly and substantially interfere with the child's own learning or that of their class.
- Has sensory or physical needs and requires additional specialist equipment, regular advice or visits by a specialist service.
- Has an ongoing communication or interaction difficulty that impedes the development of social relationships and cause substantial barriers to learning.

School Request for Statutory Assessment or Education Health and Care Plans

In keeping with the approach set out by Wiltshire Council, New Close use My Support Plans (MSP) to support children with complex needs and support different from and additional to their peers, providing that one of these plans seem appropriate to the particular child. The MSP will collect a broad range of information for the child, involving information from the child's family, the child themselves, the school staff and any outside agencies that are involved. If the child's needs are such that the support they are receiving through school is not enough for them to progress then requests for a MyPlan or an Education, Health and Care Plan (EHCP) can be made, using the information collected by school or collected in the MSP. A request will be made by the school to the LEA if the child has demonstrated significant cause for concern and the LEA will be given information about the child's progress over time, receiving documentation in relation to the child's special educational needs and any other action taken to deal with those needs.

The evidence to support the request for an EHCP will include:

- Previous individual education plans and targets for the pupil.
- Records of regular reviews and their outcomes.
- Records of the child's health and medical history, where appropriate.
- Progress in accordance with the current National Curriculum.
- 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 an EHCP will be reviewed regularly in addition to the statutory annual assessment. When this coincides with transfer to high school, a member from the Secondary SEN/D team is invited to the review and the SENCO from the secondary school will be informed of the outcome of the review.

Individual Education Plans

Strategies, focussed support and interventions to enable the child to progress will be recorded within an Individual Education Plan (IEP) which will include information about:

- The pupil's strengths and interests (for promoting person-centred planning).
- The areas to develop with the pupil, using a combination of what school has seen and what the pupil and their family knows about them.
- The focussed, measurable targets for the pupil to work towards.
- The Success Criteria needed to achieve each target.
- The provision that will be made available to help support the pupil in their progress.
- Fortnightly reviews which track the pupil's progress towards the target, including a date and a percentage of achievement.
- The teacher's 6-week review of the provision and the pupil's progress.
- The child's and parent's views will be included to track how useful the intervention and provision was, how relevant and useful the new skills are for the pupil (at school and at home) and what steps could be taken next to continue the progress.

Allocation of resources

The SENCO is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with statements of special educational needs and Education Health and Care plans.

The Head Teacher informs the governing body of how the funding allocated to support special educational needs has been employed.

The Head Teacher and the SENCO meet annually to agree on how to use funds directly related to statements.

The role of the governing body

The governing body challenges the school and its members to secure necessary provision for any pupil identified as having special educational needs. They ask probing questions to ensure all teachers are aware of the importance of providing for these children and ensure that funds and resources are used effectively. The governing body has decided that children with special educational needs will be admitted to the school, in line with the school's agreed admissions policy.

The Governing Body reviews this policy annually and considers any amendments in light of the annual review findings. The Head teacher reports the outcome of the review to the full governing body.

Monitoring and evaluation

The SENCO is expected to take a leadership role within the school, supporting teachers on an individual level and using the experience that the SENCO has to lead staff training, ensuring that teachers have relevant, current and practical skills and resources to include all children in the school and ensure their progress within the National Curriculum, and as learners in general. The SENCO is given release time in order to carry out these roles but also to attend courses which will then lead to new information and skills for the SENCO to share with the staff team.

The SENCO also monitors the attainment of SEN/D pupils, according to their in-class National Curriculum achievement and their targets in their IEPs or EHCPs (if relevant). This is done through communication with Teachers and TAs, looking through notes in IEPs and sometimes through discussion with children. The SENCO keeps regular and clear communication with the Head Teacher and the rest of the Senior Leadership Team (SLT) through frequently attending SLT meetings and through providing the Head Teacher with an up-to-date Code of Practice every month, the document used in school to keep track of the numbers of pupils who are either at the level or an EHCP, receiving SEN Support or are being monitored by class teachers and the SENCO. In addition, the SENCO creates a termly (3 times a year) report which is given to the SLT and the SEN/D governor to ensure that everyone in a leadership role is fully aware of what has been taking place in school that has effected SEN/D and the progress of the children in this cohort.

Signed:

Date: January 2017

Review Date: July 2017