



SHOBNALL PRIMARY SCHOOL

PROCEDURES FOR SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

Approved by Governors June 2019

Mission Statement

Shobnall Primary School has a named Special Educational Needs Coordinator who has undertaken the new Government SENDCo qualification. They ensure that the school's Special Educational Needs policy works within the guidelines and inclusion policies of the Code of Practice (2014), the Local Education Authority and other policies current within the school.

This policy outlines how this school will do its best to ensure that the necessary provision is made for any pupil who has a special educational need or disability (SEND) and how those needs are made known to all who are likely to teach them. The school will use its best endeavours to ensure that teachers in the school are able to identify and provide for those pupils who have special educational needs, to allow them to join 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 efficient education of other pupils with whom they are educated.

Reference has been made to the following legislation in the compiling of this policy:

- **SEN Code of Practice** (which takes account of the SEND provisions of the SEN and Disability Act 2001) 2014
- **Equality Act 2010**
- **Children and Families Act 2014**

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 Code of Practice (September 2014).

The categories of need are:

- 1 Communication and Interaction**
- 2 Cognition and Learning**
- 3 Social, Mental and Emotional Health**
- 4 Sensory and /or 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 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. **Code of Practice 2014**

We recognise that some children may feel disadvantaged working alongside high achieving children. They may be offered additional support, through small group or 1:1 activities, in order to boost their skills level and confidence.

This SEND policy details how, all staff at the school will do our best to ensure that the necessary provision is made for any pupil who has special educational needs and that those needs are known to all who are likely to work with them. We will ensure that teachers are able to identify and provide for those pupils with special educational needs, allowing them to join in all school activities together with pupils who do not have special educational needs.

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 pupils who do not have SEND.
- 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 (to provide 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 SEND Coordinator and individual teachers to ensure all children have equal access to succeeding in this subject.

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.

How does school know if children need extra support?

We know a pupil needs support if:

- Concerns are raised by parents/carers, teachers, or the pupil's previous school.
- Tracking of attainment outcomes indicates lack of progress.
- Pupil observation indicates they have additional needs in one of the four categories of need previously stated.

As a school, we recognise that progress and attainment can also be affected by factors **other than** SEND eg

- Disability (the Code of Practice outlines the 'reasonable adjustment' duty for all settings and schools provided under current Equality legislation – these alone do not constitute SEND)
- Attendance and Punctuality
- Health and Welfare
- Behaviour
- English as an Additional Language (EAL)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being adopted
- Being a child of a Serviceman/woman

Whilst the above may affect progress and attainment they do not fall within the categories of SEND.

Identification, Assessment and Provision

Provision for children with special educational needs is a matter for the whole school. The governing body, the school's head teacher, the SENDCo 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 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 pre-school years. If the child already has an identified special educational need, this information may be transferred from other partners in their Early Years setting and the class teacher and SENDCo 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. 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.

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 SENDCo 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 special educational needs, school staff will adopt a graduated response and follow the process of assess, plan, do and review. 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 ISP (Individual Support Plan) and review sheet/provision map and the SENDCo 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.

The class teacher after discussion with the SENDCo will 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 SENDCo, parents and young person. If little or no progress is made after one or two terms, the child will be added to the school SEND Register with parental permission.

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.

Shobnall's Graduated Approach to SEND Support

Whole school Quality First Teaching

- Quality first teaching which is differentiated and personalised by, or under the direction of, the classroom teacher to meet the diverse needs of all learners.
- Assessment and monitoring in line with whole school assessment policy.

Graduated Response 1 – Monitoring Register

Children whose progress and attainment need monitoring will be placed onto the monitoring register where the teacher will be responsible to ensure differentiated work is in place to allow the children to make progress. Interventions may also be provided. If a child continues to be a concern they may then require additional support and be placed onto the SEND register (GR 2).

Graduated Response 2 – Individual Support Plan

Once a potential special educational need is identified, specific targets will be put in place on an Individual Support Plan following the Assess, Plan, Do, Review cycle. Teachers, Teaching Assistants, parents/carers and pupils will all be consulted to ensure the targets and provision are appropriate for the child's needs. ISPs are reviewed 3 times a year with new targets put in place if necessary.

Graduated Response 3 – Individual Support Plan with Specialist Service Support

Where the school feels further support and advice is required, specialist Services and teachers with specialist qualifications may be called upon to provide intensive specific programmes to be followed by all adults coming into active learning situations with the child.

This may include:

- Special Educational Needs Service (SENIS)
- Behaviour Support Services
- Dyslexia Centre
- Speech and Language Therapist
- Autism Outreach Team
- Hearing Impairment Team
- Visual Impairment Team
- Educational Psychologist Service
- Educational Welfare Officers
- Physical and Disability Support Service
- Social Services
- School Nurse
- CAMHS (Child & Adolescent Mental Health Service)

Graduated Response 4 – Educational Health Care Plan

For a very small percentage of pupils, whose needs are significant and complex and the special educational provision required to meet their needs cannot reasonably be provided from within the school's own resources, a request will be made to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care (EHC) Plan being requested by the SENDCo in conjunction with the Parents and other Specialist Services following the legal assessment procedures outlined in the Local Offer by Staffordshire Local Authority.

This will be reviewed annually.

Managing pupils needs on the SEND register

- Either through tracking or further assessments an area of need will be identified

- In discussion with parents, pupils will have an Individual Support Plan (ISP) that will target a specific area. The plan will define what needs to be done, when and by whom
- SMART targets will be put in place.
- ISPs will be reviewed termly, (or more regularly if the teacher feels targets are too easily met or not achievable) with the parent/carer and pupil and more targets will be decided upon if necessary.
- A weekly record of work carried out will be kept in the teacher's SEND file, this can be completed by whomever is working with the pupil.
- A 'Provision Map' of provision will be kept to show the type, length of time and impact of interventions carried out.
- It is the teacher's responsibility to maintain and keep up-to-date records and the SENDCo's role to oversee practice.
- Should school be unable to meet the needs of the pupil through our own provision arrangements then we will seek support from outside agencies previously listed.

Partnership with Parents

Partnership plays a key role in enabling children and young people with SEND 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 and 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 SEND Information Report and links to the Local Authority offer, which includes 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.

We encourage parents to make an active contribution to their child's education and have regular meetings each 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. Parents always have access to the SENDCo through contacting the school office.

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, which targets have previously been set and the success of these.

The external specialist may act in an advisory capacity, or provide additional specialist assessment or be involved in teaching the child directly. 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.

Outside agencies may become involved if the child:

- Continues to make little or no progress in specific areas over a long period.
- Continues working at National Curriculum levels substantially below that expected of children of a similar age.
- Continues to have difficulty in developing literacy and mathematical skills.
- Has emotional or behavioural difficulties which regularly and substantially interfere with the child's own learning or that of the class group.
- 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.
- Despite having received intervention, the child continues to fall behind the level of his peers.

Allocation of Resources

The SENDCo 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 SENDCo meet annually to agree on how to use funds directly related to statements/EHC Plans.

Monitoring and evaluation

The SENDCo monitors the movement of children within the SEND system in school and provides staff and governors with regular summaries of the impact of the policy on the practice of the school. They are involved in supporting teachers and in drawing up Individual Support Plans (ISP) for children. The SENDCo and the Head Teacher hold regular meetings to review the work of the school in this area. In addition the SENDCo and the named governor with responsibility for special needs also hold regular meeting.

The Role of The SENDCo

The Special Educational Needs and Disabilities Co-ordinator's [SENDCo] responsibilities include:

- Overseeing the day-to-day operation of the school's SEND policy.
- Co-ordinating provision for children with SEND.
- Liaising with and advising fellow teachers.
- Overseeing the records of all children with SEND.
- Liaising with parents of children with SEND.
- 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 SEND.
- Making regular visits to classrooms to monitor the progress of children on the SEND Register.

Roles and Responsibilities

- SENDCo – Mrs Lucy Waldron
- SEND Governor – Dr Vanessa Willis
- Safeguarding and Child Protection – Mr David Adams (Headteacher)
- Deputy Safeguarding and Child Protection – Mrs Paula Johnston

Further Information

Further information regarding SEND at Shobnall Primary School can be found in the School's SEND Information Report.

Monitoring and Review

The policy will be reviewed every two years, or earlier in the light of any changed circumstances, either in our school or in the local area.

Related Policies

- Policy for Subject Leadership
- Policy on Equal Opportunities
- Policy for Monitoring and Evaluation
- Policy for Assessment, Recording and Reporting
- Policy for Gifted and Talented
- Policy for Inclusion
- Policy for Teaching and Learning
- Policy for Assessment of Learning
- Policy for Link Governors
- Policy for Whole School Planning
- Policy for Safeguarding Children
- Policy for Social, Emotional and Mental Health
- Accessibility Plan
- SEND Information Report