

# Lea C of E Primary School and Pre School

## SPECIAL EDUCATION NEEDS and DISABILITY POLICY



Written by:	SEND CO in consultation with staff
Ratified by <i>Governors</i> Spring 2018	DRAFT Yet to be ratified
Date for Review	Spring 2020
Signed Chair of <i>Governors</i>	
Signed Executive Head	D. Atkinson

### Links with other school policies and practices

This Policy links with a number of other school policies and practices and should be read in conjunction with the:

- ❖ Teaching and Learning Policy
- ❖ EYFS Policy
- ❖ Child Protection & Safeguarding Policy and procedures
- ❖ PHSE and SMSC
- ❖ Behaviour and Discipline Policy
- ❖ Equal Opportunity and Race Equality Policy
- ❖ Accessibility Plan
- ❖ Complaints Policy

## **LEA PRIMARY SCHOOL and PRE SCHOOL PHILOSOPHY**

At Lea Primary School and Pre School it is important to us that we provide an inclusive, broad and balanced curriculum for all children, including those with special educational needs. Children may have special educational needs at any time during their school years. This policy therefore ensures that curriculum planning and assessment for children with special educational needs takes into account the learning needs of each pupil.

### **DEFINITION OF SEND (Special Educational Needs and disability)**

A child is considered to have Special Educational Needs if they have defined learning difficulties.

- This may be because they have a significantly greater difficulty in learning than the majority of children of the same age or a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in other schools within the local education authority. This policy aims to address the needs of those pupils who have learning difficulties. The new Code of Practice 2014 identifies four categories of difficulty:
- Communication and interaction
- Cognition and Learning
- Social, mental and emotional health
- Sensory and/or physical

#### **Definition of Disability:**

The Disability Code of Practice defines a disabled person as one who .... 'has a physical or mental impairment that has a substantial and long term adverse effect on his or her ability to carry out normal day-to-day activities'.

#### **AIMS**

- To ensure that all children have access to a broad and balanced curriculum
- To ensure that all pupils with Special Education Need and Disabilities (SEND) are enabled to reach their full potential taking into account targets based on prior attainment
- To identify any pupil's SEND as early as possible in order to put in place appropriate interventions and resources
- To provide a differentiated curriculum appropriate to the individual's needs and abilities
- To ensure identification of all children requiring SEND provision as early as possible
- To ensure that SEND children, where there may be a vulnerability, are kept safe at all times within the school environment , and are enabled to integrate as fully as possible with all the school activities

- To work in partnership with parents, educational professionals (see appendix) and external agencies to enable 'best practice' to meet SEND (Special Educational Needs and Disability)

## **ROLES AND RESPONSIBILITIES**

### **The SEND Co-ordinator**

- Maintaining an overview of all children with SEND within the school and pre-school, and for maintaining a register of children with SEND as a tool in tracking progress; 'concern' children not at the time on the SEND register are recorded on a 'monitoring' register.
- Carrying out detailed assessments and observations of pupils with specific learning difficulties or referring to appropriate agencies/external professionals)
- Ensuring appropriate timetabled support is managed through the use of Teaching Assistants and class teachers / Pre School staff.
- Communicating with parents of SEND children as and when appropriate; Co-ordinator/teacher meetings with parents of children with SEND at least three times a year and attend consultations with other partners, for example The Behaviour Team.
- Preparing and holding Annual Reviews for children with an EHC Plan following the Code of Practice and submit reports to the Local Authority
- Communicating with outside agencies where necessary and report progress against agreed targets
- Monitoring IPPs and interventions
- Contributing to staff training relating to SEND issues where needed
- Offering advice and support to class teachers / Pre School staff
- Provide transition information for pupils leaving the school and for those moving from Pre School.

### **The Class Teacher / Pre School Staff**

- Be aware of the school's procedures for the identification and assessment of, and provision for SEND pupils. (See appendix 2)
- Collaborating with the SEND CO to decide the action required to assist the pupil to progress
- Plan and review IPPs for SEND pupils and discuss these with parents; teacher/co-ordinator meetings at least three times a year.
- Working with SEND pupils on a daily basis to deliver the IPP targets within differentiated planning
- Plan teaching style and learning to ensure accessibility, continual progression and challenge
- Monitor the child's progress towards IPP targets
- Developing collaborative relationships with parents based on trust and mutual respect.

### **The Executive Head Teacher**

The Executive Head Teacher is responsible for pupils with SEND, keeping the Governing Body fully informed and working closely with the SENCO and SMT to coordinate provision. The Executive Head Teacher ensures that the school has clear and flexible strategies for working with parents, and that these strategies

encourage involvement in their child's education. Also the Executive Head Teacher ensures that the effectiveness of SEND provision is evaluated.

Termly Pupil Progress meetings are held with class teachers and the Executive Head. Feedback is then provided to the SEND CO, helping the SEND CO to monitor the progress of students with SEND and other vulnerable pupils.

### **The SEND Governor**

The Governing Body has appointed Lin Welch as SEND Governor to develop the school's SEND policy, support and liaise with the SEND CO, monitor SEND provision and report back to governors and parents as required. The SEND Governor monitors progress of SEND pupils and monitors the budget for Special Educational Needs.

### **Teaching Assistants / Pre School Staff with identified children.**

The Teaching Assistants provide 'in class' support across the curriculum for all years and individual support for children with specific needs where appropriate. They play a key part in providing resources to enable pupils to access the curriculum and feedback information to the class teacher and SEND CO. They teach small groups of pupils using interventions in communication, learning behavior, literacy and mathematics primarily and address IPP targets through one to one or small group support guided by the class teacher, SEND CO and advice from outside agencies. They help to monitor IPPs and discuss next targets with the class teacher.

### **ADMISSION ARRANGEMENTS**

Lea strives to be a fully inclusive school. The Governing Body believes that the admissions criteria should not discriminate against pupils with SEND and has due regard for the practice advocated in the Code of Practice.

(See the School's Admissions policy)

There is pre-admission liaison between the early years coordinator and the child's previous setting.

Consideration will be given to the induction process and the possible need for part-time attendance. Personalised Transition arrangements will be made for students with SEND that need it.

Assessment of special arrangements required will be made e.g. provision of support assistants etc.

### **IDENTIFICATION, ASSESSMENT and PROVISION**

All teachers and Pre School Staff are responsible for identifying pupils with SEND and, in collaboration with the SEND CO, will ensure that those pupils requiring different or additional support are identified at an early stage. Whether or not a pupil is making adequate progress, is seen as a significant factor in considering the need for SEND provision.

## **SCREENING and ASSESSMENT**

The school uses appropriate screening and assessment tools to ascertain progress. The teacher / Pre School teacher gathers evidence regarding:

- Teacher or TA observations and assessments.
- Performance and progress against NC expectations / descriptions, including use of APP assessment sheets for reading, writing and mathematics.
- Progress in relation to P Scales, Foundation Stage Profile, Standardised Tests, Teacher assessments, in year transfer Baseline assessment, End of Key Stage Attainment Tests, Diagnostic tests etc
- Records from previous schools, nurseries and information from parents.
- Reports or observations

Teachers report concerns about an individual pupil to the SEND CO and Executive Head Teacher as part of Pupil Progress Meetings. They will decide upon early intervention strategies to put in place to meet the pupil's needs. The children are noted in the Pupil Progress Meeting summary as a 'Concern Group'. Teachers can also discuss concerns at any other time.

## **PROVISION**

The main methods of provision made by the school and preschool are

- Full-time education in classes with additional help and support by class teacher through a differentiated, adapted or personalised curriculum. ( Part time as appropriate at Pre School.)
- Periods of withdrawal to work with a Teaching Assistant or support teacher
- In class support with adult assistance
- Support as part of a withdrawal programme.

## **MONITORING PUPIL PROGRESS**

Progress is the crucial factor in determining support. Adequate progress is that which:

- Closes the attainment gap between pupil and peers
- Prevents the attainment gap widening
- Is equivalent to that of peers starting from the same baseline but less than the majority of peers
- Equals or improves upon the pupil's previous rate of progress
- Ensures full or fuller curricular access
- Shows an improvement in self-help and social or personal skills
- Shows improvements in the pupils' behavior

## **THE GRADUATED RESPONSE**

1. If a child's class teacher in consultation with parents concludes that a child may need further support to help their progress, the teacher should seek the help of the SEND CO to aid additional support, over and above class provision. This is part of a graduated response to a child's needs. They may be placed on the SEND Support Register.

2. The SEND CO in consultation with the teacher and parents continue to assess the child's needs, as well as planning and coordinating the implementation, monitoring and review of the child's IPP.

The teacher develops interventions additional to or different from those provided as part of the school's usual differentiated curriculum. These may include;

- Deployment of teaching assistants to work with the pupil.
- The teacher or teaching assistant providing differentiated materials or specialist equipment.
- Group support
- Provision of additional adult in devising interventions and monitoring their effectiveness.
- Staff development /training to undertake more effective strategies
- Access to LA support services for advice on strategies , equipment or staff training

The teacher remains responsible for working with the child on a daily basis and for planning and delivering IPPs. The IPP contains short term targets, teaching strategies, provision made, a review date, success criteria, and the outcomes recorded at the review. It will concentrate on 3 or 4 individual targets that match the child's needs. IPP's are reviewed termly with parents, teacher and the child. The teacher implements additional behaviour management strategies to deal with persistent emotional or behavioural difficulties and monitors and records the arrangements.

3. If after further monitoring and consideration a more sustained level of support is needed, in collaboration with parents, teachers and the SEND CO, a referral to outside agencies will be made.

4. A wider level of support is also considered for:

- those children who, despite receiving appropriate school support fail to make progress over a period and continue to work at a level substantially below expectations for children of a similar age.
- the child who has , physical or behavioural difficulties which substantially and regularly interfere with their own learning or that of the class or group despite having an individual behaviour plan.

#### **SUPPORT FROM EXTERNAL SERVICES INCLUDING 'EARLY HELP ASSESSMENT.'**

Where necessary, the SEND CO, in consultation with parents, initiates assessment and support from external services, as part of our Herefordshire Service Level Agreement or from an Independent source.

The class teacher / Pre School Supervisor and SEND CO are provided with advice or specialist support from these sources, additional or different strategies to those already in place in the child's new IPP and are the responsibility of the teacher but will involve other professionals.

For Pre School, Ross Children's Centre may well be involved.

The SEND CO assists with planning future interventions for the child in discussion with colleagues and the child's parents, monitoring and reviewing the action taken. Where appropriate there may be direct intervention or support from a specialist teacher.

In some cases an Early Help Assessment,(replacing CAF) is written in order to

engage multi agency working to provide a comprehensive assessment of the pupil's ( and possibly family's) diverse needs. The SEND CO or appropriate member of staff will then attend Multi Agency Meetings locally to access wider support for the pupils at Lea, with a EHA Plan.

Throughout, an approach of **ASSESS, PLAN, DO and REVIEW** is adopted.

## **EDUCATION AND HEALTH CARE PLAN (EHC) [ previously STATEMENT OF SPECIAL EDUCATIONAL NEED]**

On receiving a request for an EHC Plan, the LA will consider if the pupils needs meet the criteria for making an assessment. Should the request meet the criteria, the school, the parents, the pupil and any external agencies involved will be asked to submit further evidence of need. This evidence will then be considered at a panel meeting where a decision will be made.

If an EHC Plan is issued, the SENCO is the key worker but legal responsibility for provision rests with the LA.

EHC plans will be reviewed within a twelve month period of any previous review, following the LA guidance.

## **LINKS WITH OTHER MAINSTREAM SCHOOLS AND SPECIAL SCHOOLS**

Lea has close links with our local secondary schools John Kyrle High School (Herefordshire) and Dean Magna (Gloucestershire). Transition arrangements are well established for the smooth transfer of all pupils and special arrangements can be made for pupils with SEND such as additional visits and meetings to ensure comprehensive preparation, in meeting the needs of any student transferring. Lea also has established links with Blackmarston Special School and with Brookfield Special school for pupils with behavioural difficulties.

Lea is part of the ' Wye Valley Learning Network.' SEND CO network meetings are held at least termly. Resources and good practice are shared and discussed. SEND coordinators at Lea and our federation school, Gorsley Goffs, work collaboratively and supportively together.

## **ALLOCATION of FINANCIAL RESOURCES**

The Governing Body ensures that resources are allocated to support appropriate provision for all pupils requiring it. This includes a notional £6000 for each pupil with SEND. Additional top up funding to meet the needs of specific pupils can be applied for by written presentation of an individual case to a panel including LA officers ,educational psychologist and other relevant team members.

Lea has opportunity to buy into a Service Level Agreement with the LA for Behaviour support.

Other services such as Learning support and educational psychologists (even through LA) will be employed on an independent basis.

## **INCLUSIVE PRACTICE**

The School strives to be inclusive, engendering a sense of community and belonging through its

- Inclusive ethos
- Broad and balanced curriculum for all pupils
- Systems for early identification of barriers to learning and participation
- High expectations and suitable targets for all children
- High quality differentiated teaching
- Use of highly experienced, trained and supportive teaching assistants
- Use of a variety of teaching styles
- Use of 'Catch up' small group intervention programmes
- Individualised support

We have adopted a whole- school approach to SEND policy and practice. Children identified as having SEND are, as far as is practicable, fully integrated into mainstream classes. Every effort is made to ensure that they have full access to the National Curriculum and are integrated into all aspects of the school. Where we need to deviate from this model, parents / carers views and opinions will always be considered and decisions discussed through.

## **EVALUATION**

The following procedures provide evaluative points for judging the effectiveness of the school's SEND Policy.

- Monitoring and developing the quality of inclusive teaching by SMT, SEND CO and subject Coordinators
- Analysis of assessments, including data and tracking the progress of all pupils using APP, P scales, SATS, Test Scores etc
- Monitoring of pupil's success in achieving IPP targets.
- Monitoring the effectiveness of the role of teaching assistants and support assistants
- Regular monitoring of procedures and practice by the SEND Governor
- Pupil feedback and comments
- Parental feedback and comment
- External agency feedback /interaction
- Whole School Improvement Plan

## **COMPLAINTS PROCEDURE**

In the event of a complaint being made;

1. The SEND CO should be contacted in the first instance and the matter discussed. Hopefully concerns will be sorted at this stage.
2. Should the matter remain unresolved they should make an appointment to discuss it with the Executive Head or Head of School.
3. If parents or carers feel that their complaint has still not been dealt with satisfactorily, then an informal complaint should be made to the Executive Head Teacher, in the form of a letter saying why you remain unhappy and what you wish to see happen.
4. Only if an informal complaint fails to resolve the matter, and all previous stages have been explored, should a formal complaint be made to the governing

body. This complaint must be made in writing, bullet point form, stating the nature of the complaint, and how the school has handled it so far. The parent should send this written complaint to the chair of governors. The SEND governor will also be informed.

See complaints Policy for further clarification of this process.

## **STAFF DEVELOPMENT**

Through the school improvement plan and professional development meetings (teaching and non-teaching staff) the school decides on priorities for SEND INSET for the staff. The Executive Head Teacher or performance management line manager meets with the teaching assistants to discuss their training requirements and ensures that there is INSET provision for all staff. The School's INSET needs will be included in The School Improvement Plan

## **THE VOICE OF THE CHILD**

All stages require a purposeful and sensitive dialogue between adults and children. Children are involved in their termly reviews and are encouraged to contribute. They are encouraged to reflect upon their learning or behaviour, their strengths and difficulties and what they have found to be of help and support. From these reviews, planning of the targets and organisation of resources can be agreed. IPPs are shared in a child friendly format

## **PARENTAL PARTNERSHIP**

The School believes that close working partnership with parents/carers of children with SEND is essential if the learning process is to be maximised. In keeping with the guidance contained in the Code of Practice, the School aims to ensure that parents/carers are partners in working together to further their child's progress and SEND provision, including the drawing up of IPPs.

## **MONITORING**

This policy will be reviewed biannually by the SEND CO, SMT and the SEND Governor in conjunction with the Curriculum Sub-committee

**DATE OF NEXT REVIEW:** Spring 2020