



**Deanery C.E. Primary School**  
**Academy Status**

# **Special Educational Needs & Disabilities Policy**

**October 2016**

## **INTRODUCTION**

Deanery C.E. Primary has a named Special Educational Needs and disabilities Co-ordinator (to be referred to as SENDCo throughout this Policy), Mr M Walker, who is currently taking the National Award for SENDCo qualification and is part of the Senior Management Team, along with a named Governor responsible for Special Educational Needs and disabilities (to be referred to as SEND throughout this Policy), Mrs. Squire Wood. They ensure that the Deanery SEND Policy works within the guidelines and inclusion policies of the Code of Practice (2015), the Local Authority (to be referred to as LA throughout this Policy) and other Policies current within the school.

Here, it is the belief that all children have an equal right to a full and rounded education which will enable them to achieve to 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 Code of Practice (January 2015):

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

### **What are special educational needs?**

A child or young person has SEND 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, 2015).

As the general level of ability within our school is high, 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.

The school recognises that the needs of high achieving children should also be catered for and recognised as a 'special educational need' and is referred to as 'Gifted and Talented'.

This SEND policy details how, at Deanery, we will do our best to ensure that the necessary provision is made for any pupil who has SEND 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 SEND, allowing them to join in all school activities together with pupils who do not have SEND.

## **AIMS AND OBJECTIVES**

The aims of this policy are:

- to create an environment that meets the SEND 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 pupil's 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 and continuing professional development
- to ensure support for pupils with medical conditions allowing them 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 SEND
- through reasonable adjustments, to enable all children to have full access to all elements of the school curriculum
- to work in co-operative and productive partnerships with the Local 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 SENDCo 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, physical and practical activities
- helping children to manage their own 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 SEND 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 who 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 it builds on the patterns of learning and experience already established during the child's pre-school years. If the child already has an identified SEND, 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 on-going 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 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 arise from SEND.

## **THE ROLE OF THE SENDCO AND WHAT PROVISION LOOKS LIKE AT DEANERY**

The SENCo's 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 Year 6 pupils as they prepare to transfer.
- Liaising with external agencies, including the LA'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 Support Register.

### **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.
- Demonstrates an increase in 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, Deanery will adopt a graduated response to their needs. This may see us using specialist expertise if we feel that our interventions are 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 Individual Target Plan (to be referred to as an ITP throughout this Policy) and Pupil Provision Map. The SENDCo will have responsibility for ensuring that records are kept up to date and available when needed. If we refer a child for an Education, Health and Care Plan (to be referred to as an EHCP throughout this Policy), 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, class teachers will use either the language and literacy toolkit or Maths framework to assess the child's specific skill level in these subjects. These will then be used to identify areas for development and the level of intervention required. The child may be added to the school SEND Register with parental permission.

The class teacher, after discussion with the SENDCo, will then provide 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 TA's within the class and reviewed formally with the SENDCo, parents and young person 3 times a year at an ITP Review.

**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 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.

**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 SEND 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 SEND often have a unique knowledge of their own needs and their views about what sort of help they would like. Children will be encouraged to contribute to the assessment of their needs, the review and the transition process.

The school website contains the SEND Information report, which includes:

- The SEND Policy
- Arrangements made for children in our school with SEND.

Throughout 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 their child. We inform 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 a school email address and Parents' and children have access to the School Website, which has a dedicated area for Inclusion, which incorporates the SEND Information Report.

### **The Nature of Intervention**

The SENDCo and the child's class teacher will decide on the actions 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 the SENDCo, the SEN TA or Class TA.
- 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 SENDCo, 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 or out of the classroom. Parents will continue to be consulted and kept informed of the actions taken to help their child, and of the outcome of any action.

Parents will be invited on a termly basis, to meet with the class teacher and SENDCo where they will have specific time slots to discuss their child's individual learning targets and progress.

The SENDCo 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 additional support and adaptation. 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, 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 recorded in the ITP continues to be the responsibility of the class teacher.

External agencies currently working directly with the school include;

- Pupil and School Support (PSS)
- Educational Psychologist
- Communication and Autism Team (CAT)
- Physical Difficulty Support Service (PDSS)
- Traded Speech and Language
- Ourplace – Mentoring scheme

### **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 on-going 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 / her peers.

### **Request for an Education, Health and Care Plan (EHCP)**

In liaison with the agencies, parents and school, should a pupil's progress continue to be of a substantial concern, a request may be made to the LA for an EHCP. However, EHCP's may be requested by a parent, young person or school / post 16 institution, as well as anyone bringing a child to the attention of the LA if they think an assessment is necessary.

It should be noted that there is no duty to assess disabled children, if there is no SEND.

The parents of any child who is referred to the LA for an EHCP assessment, will be kept fully informed of the progress of the referral. Children with an EHCP will be reviewed each term in addition to the statutory annual assessment.

### **Format of the EHCP**

Consideration is given to:

- The views, interests and aspirations of the child or young person (to be referred to as CYP throughout this Policy) and parents.
- The CYP's SEND.
- The CYP's health needs which relate to their SEN.
- The CYP's social care needs which relate to their SEN.
- The outcomes sought for the CYP.
- The special educational provision required by the child.
- Any health care provision reasonably required by the learning difficulties and disabilities which result in the child having SEND.

The process of receiving an EHCP should be a carefully considered one and the LA aims to complete the process in 20 weeks.

**Individual Target Plans (ITP)** – Used to assess and plan targets for children with cognition and learning difficulties.

- Targets across all 14 threads of literacy and/or 9 threads of Mathematics will be identified within an ITP.
- Ongoing use of the ITP in assessment and planning for children with SEND.
- Regularly updated ITP's (half termly).
- Extra targeted support provided for high focus threads of the ITP (lowest levelled).

**Individual Education Plans (IEP)** – Used to set targets for children with behavioural difficulties, communication and interaction needs or social, mental and emotional health needs.

### **Access to the Curriculum – Quality first teaching**

According to now archived DCSF guidance on personalised learning, quality first teaching (QFT) aims to engage and support the learning of all children and young people, and places a strong focus on pupil participation in learning.

On page 12, the guide summarises the key characteristics of QFT as:

- Highly focused lesson design with sharp objectives
- High demands of pupil involvement and engagement with their learning

- High levels of interaction for all pupils
- Appropriate use of questioning, modelling and explaining on the part of the teacher
- An emphasis on learning through dialogue, with regular opportunities for pupils to talk both individually and in groups
- An expectation that pupils will accept responsibility for their own learning and work independently
- Regular use of encouragement and authentic praise to engage and motivate pupils

At Deanery, all children have an entitlement to a broad and balanced curriculum, which is differentiated to enable them 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.

Teachers' use a range of strategies to meet children's SEND. Lessons have clear learning objectives and staff differentiate work appropriately, and use assessment to inform the next stage of learning. All members of staff plan lessons that include the different 'learning styles' of children to ensure all are accessing the learning. IEP's/ITP's, which employ a small-steps approach to learning, feature significantly in the provision that we make in school. By breaking down the existing levels of attainment into finely graded steps and targets, we ensure that children experience success. All children on the Special Needs and Disability Register have either, an ITP with individual targets, an IEP (Individual Education Plan) for children with communication and interaction needs or social, mental and emotional health needs. Children with physical difficulties may have a management plan, where appropriate, while other children will have targets set by external agencies such as the Communication and Autism Team (CAT) or traded speech and language.

We support children in a manner that acknowledges their entitlement to share the same learning experiences of their peers. Wherever possible, we minimise withdrawing children from the classroom situation. There are times though when, to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the classroom.

### **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 SEND and EHCP's.

The Head Teacher informs the Governing Body of how the funding allocated to support SEND has been employed. The Head Teacher and SENDCo meet annually to agree on how to use funds directly related to EHCP's.

### **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 SEND. 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 SEND 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 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 ITPs and IEPs for children. As part of the SMT, the SENDCo, Head Teacher and Deputy Heads 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 meetings.

Written in line with the new SEN Code of Practice (2014) by Jill Sharp      October 2014

Agreed and accepted by Governing Body      November 2014

Reviewed and amended by Matthew Walker – Inclusion Manager and 2016      November 2015

Signed \_\_\_\_\_

Dated \_\_\_\_\_

