



Deanery C.E. Primary School
Academy Status

Special Educational Needs & Disabilities Policy

September 2013

The Green Paper, 'Support and Aspiration: a new approach to special educational needs and disability', was published on 11th March 2011. The response to this consultation entitled 'Support and aspiration: a new approach to special education needs and disability – progress and next steps' sets out the progress in taking forward the Green Paper reforms.

As the new reforms begin to take effect, scheduled for September 2014, this policy will be amended accordingly.

Special Educational Needs & Disabilities Policy

Introduction

In line with the Code of Practice (2001), provision for children with Special Educational Needs & Disabilities (SEND) is a matter for The Deanery C. E. Primary School as a whole. In addition to the Governing Body, the school's Head Teacher, the Special Educational Needs & Disabilities Co-ordinator (SENDCo) and all other members of staff have important day-to-day responsibilities. *All teachers are teachers of children with special educational needs.* Teaching such children is therefore a whole school responsibility.

At the heart of the work of every primary school class is a continuous cycle of planning, teaching and assessing which takes account of the wide range of abilities, aptitudes and interests of children. The Deanery follows a broad and balanced curriculum.

The majority of children will learn and progress within these arrangements. However, those children whose overall attainments, or attainment in specific subjects, fall significantly outside the expected range may have SEND.

Definition of Special Educational Needs & Disabilities(SEND)

Children have SEND if they have a ***learning or behaviour difficulty or disability*** that calls for ***special educational provision*** to be made for them.

Children have a *learning difficulty* if they:

- Have a 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 education authority.
- Has a behaviour problem that prevents or hinders them or other children from learning, or disrupts the teacher from teaching.

Children must not be regarded as having a learning difficulty solely because the language of their home is different from the language in which they will be taught. Educational provision is additional to, or different from, that made generally for children of their age.

This SEND procedure details how this school will do its best to ensure that the necessary provision is made for any pupil who has special educational needs and 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 child receiving the special educational provision and the efficient education of the pupils with whom they are educated.

Responsibilities

- The teachers and staff of the school will have regard to the **Special Educational Needs & Disabilities Code of Practice** when carrying out its duties toward all children with special educational needs and ensure that parents are notified of a decision by the school that SEN provision is being made for their child.
- Parents will be seen as partners and play a key role in enabling children and young people with SEND to achieve their potential. The school recognises that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. They will be encouraged to play an active and valued role in their children's education.
- Children with SEND often have a unique knowledge of their own needs. Their views should be sought when discussing what sort of help they would like to assist them in making the most of their education. They will be encouraged to participate in all the decision-making processes and contribute to the assessment of their needs, the review and transition processes.

Practice and Procedures for SEND Provision

The Special Needs & Disabilities Register

All children who have SEND will be put on the school SEND Register within a category as follows:-

- **Initial Concerns**

Although this stage is not recognised by the Local Authority (LA), the Deanery will keep a record of those children who have shown they are not progressing for one reason or another. The Class teacher will inform parents. Reviews will take place during parents evening.

At Initial Concern there must be evidence to show that following differentiation the child has made little or no progress, before School Action can be considered. *(NB. If a child is admitted to school with severe learning difficulties they can immediately be placed at School Action).*

- **School Action**

When a class teacher or the SENDCo identifies a child with special educational needs, the class teacher will provide interventions that are **additional** to those provided as part of the school's usual differentiated curriculum. This will be called **School Action**. The triggers for intervention through *School Action* will be concern, underpinned by evidence, about a child who **despite** receiving differentiated learning opportunities 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.
- presents persistent emotional or behaviour difficulties which are not ameliorated by the behaviour management techniques 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 despite the provision of a differentiated curriculum.

In some cases outside professionals from health or social services may already be involved with the child. Where these professionals have not already been working with the school staff, the SENDCo may contact them. The SENDCo will support the further assessment of the child, assisting in planning future support for them in discussion with colleagues and monitoring the action taken. The child's **class teacher will remain responsible** for working with the child on a daily basis and for planning and delivering Individual Education Programmes (IEP's). Parents will always be consulted and kept informed of the action taken to help the child, and of the outcome of this action.

Reviews - as required or minimum of twice a year, one of which is Parent's Evening. At School Action there will need to be 2 reviews before moving to School Action Plus.

- **School Action Plus**

At *School Action Plus* external support services, will usually see the child so that they can advise teachers on new IEPs, provide more specialist assessments, give advice on the use of new or specialist strategies or materials, and in some cases provide support for particular activities.

The triggers for intervention through *School Action Plus* will be that, despite receiving individualized support under *School Action* and an Audit recording of 3, the child:

- continues to make little or no progress in specific areas over a long period (1-2 terms)
- continues working at National Curriculum levels substantially below that expected of children of a similar age
- continues to have difficulty in developing literacy and mathematics skills

- has emotional or behaviour difficulties which substantially and regularly interfere with the child's own learning or that of the class group, despite having an individualised behaviour management programme
- 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.

The delivery of the interventions recorded in the IEP continues to be the responsibility of the class teacher.

Reviews – Three times a year to specifically discuss the IEP (one of which can be at Parents' Evening). At School Action Plus there will be 3 reviews before a request for a formal assessment can be made.

Collection of Evidence

Evidence is needed to support requests for School Action and School Action Plus. Some of this evidence can be found in the child's books. Additional evidence will need to be collected in line with specific targets on the IEP. Evidence can include Reading Age, probe scores, test results, SAT's results, samples of unaided everyday work and progress reports. It is the teacher's responsibility to collect such evidence. The SENDCo or the Head Teacher, may request this evidence for use in discussions with parents.

NB.

It is therefore vital that collection of evidence is regular and ongoing and that all work is dated and annotated.

School request for a statutory assessment

Where a request for a statutory assessment is made by the school to a LA, the child will have demonstrated significant cause for concern. The LA will need information about the child's progress over time, evidence through *School Action* and *School Action Plus*. This information includes:

- individual education plans for the pupil
- records of regular reviews and their outcomes
- the pupil's health including the child's medical history where relevant
- National Curriculum levels attainments in literacy and mathematics
- educational and other assessments, for example from an advisory specialist
- information from support teacher or an educational psychologist
- views of the parents and of the child education welfare service or involvement of other professionals such as health, social services
- LA SEN documentation (CRISP)
- Proposed Provision Plan.

Statutory Assessment of Special Educational Needs

A child will be brought to the LA's attention as requiring an assessment through a request by the Deanery, from the parent or a referral by another agency. Where the evidence presented to the LA suggests that the child's learning difficulties have not responded to relevant and purposeful measures taken by the school and external specialists. It may call for special educational provision which cannot reasonably be provided within the resources normally available to mainstream schools. The LA may decide to meet the child's special educational needs through a statement.

A statement of special educational needs will include:

- the pupil's name, address and date of birth
- details of all of the pupils special needs
- identification of the special educational provision necessary to meet the pupil special educational needs
- Identification of the type and name of the school where the provision is to be made
- relevant non-educational needs of the child
- information on non-educational provision

All children with statements of special educational needs will have short-term targets set out in an IEP. This will usually be drawn up by the teacher and implemented, as far as possible, in the normal classroom setting.

The delivery of the interventions recorded in the IEP will continue to be the responsibility of the class teacher.

Annual review of a statement of special educational needs

There must be an Annual Review for a Statemented child in addition to an IEP Review each term. This should focus on what the child has achieved as well as on difficulties that need to be resolved and the relevance of the statement. At the review in Year 5, the aim should be to give clear recommendations as to the type of provision the child will require at the secondary stage. It will then be possible for the parents to visit secondary schools and to consider appropriate options within the similar timescales as other parents. The SENCo of the receiving school should be invited to attend the final annual review in primary school of pupils with statements, to allow the receiving school to plan an appropriate IEP to start at the beginning of the new school year and enable the pupil and the parents to be reassured that an effective and supportive transfer will occur.

Assessment

The Deanery will assess each child's current levels of attainment on entry in order to ensure that they build upon established learning. If the child already has an identified special educational need, this information will be transferred through feeder schools and liaison with SENDCos. The SENDCo and the child's class teacher 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 (teacher assessments, formal assessments etc.) to identify any learning difficulties
- ensure ongoing observation and assessment to provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning
- involve parents in implementing a joint learning approach at home.

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 an individual child, teachers will look carefully at all aspects of a child's performance in different subjects. They will establish whether the problems they have in the classroom are due to limitations in their command of the English language that is used there or arise from a specific educational need.

Criteria for Inclusion on The Special Needs Register (including movement through the stages)

Criteria for Inclusion on SEN Register

- Children will be added to the Special Needs Register at Initial Concern in any year, if they record (1) on the audit.
- In any year, an Audit (2) means the child will automatically be placed at School Action.
- In any year, an audit (3) means the child will automatically be placed at School Action Plus

The class teacher will make a referral to the SENDCo who will discuss their inclusion on the SEND Register.

At Initial Concern the class teacher is responsible for differentiating work and tasks appropriate to the child's needs within the daily curriculum planning and classroom organisation.

- If the child makes sufficient progress after intervention they are removed from the register.
- If after 6 weeks the child shows little progress, the teacher further differentiates the work, including 3 targets that will be set with the child.
 - If further differentiated work shows little progress, the teacher will inform the SENDCo and provide any evidence of special need.

School Action and School Action Plus

The teacher will draw up an Individual Education Plan for the child and Teaching Assistant time will be allocated to support the child with individual programmes and small group teaching. At School Action Plus the LA documentation will need to be filled in and kept.

Statement of SEND

If the child is still making little or no progress on School Action Plus, it will be agreed at the review meeting to consider a statutory assessment. All parties should be in favour of this decision and the SENDCo, with the teacher, would complete the assessment forms. The teacher should collate all necessary evidence to support the forms for the LA.

At all Stages of Special Educational Need the teacher must be aware of the needs of the child and any IEP will be acknowledged in planning, in all areas of the curriculum. A copy of the IEP should be included with the weekly planning and the class teacher should regularly note progress against the targets. The Teaching Assistant will make notes on the work they cover with the child. There will also need to be regular liaison between the Teacher, Teaching Assistant and SENDCO.

Inclusion and Disabilities

The Deanery C. E. Primary School has an admission policy that gives priority to children with an SEND statement. However, the school has limited special facilities and few modifications to the building that would make the school suitable for children with a physical disability. The school is on one level but the design of the building would mean that a child with certain physical difficulties would find it difficult to gain access to certain areas.

Provision and Support

Teaching Assistants work with children in order to raise the standards, (particularly in the core subjects). Specific times will be allocated so that they can support children or groups of children on the SEND register. The LEA also provides extra funding for the support of children with a Statement of Special Need.

In meeting the needs of children the Deanery will provide:

Initial assessment including:

- Statutory tests
- Reading tests
- Teacher assessments (ongoing)
- Authority SEN audit
- CRISP

Support for children on the SEND Register is as follows:

- **Initial Concern** - further differentiated work, ALS, ELS, Direct Teaching, Precision Teaching, Mathematics ability groups, small group teaching in Literacy
- **School Action** – Specific Teaching Assistant support, specific programmes of intervention individualized for each child.
- **School Action Plus** - External agency involvement.

The Role of the SENDCo

The SENDCo responsibilities include:

- overseeing the day-to-day operation of the school's SEND policy and procedures
- coordinating provision for children with special educational needs
- liaising with and advising fellow teachers
- managing learning support assistants
- overseeing the records of all children with special educational needs
- liaising with parents of children with special educational needs
- contributing to the in-service training of staff
- liaising with external agencies including the LEA's support and educational psychology services, health and social services, and voluntary bodies.
- create and maintain SEND register
- to support the teachers in writing IEPs.

The Role of the Class Teacher

- To be aware of all children on the SEND register
- To initially identify and assess the child's need (Initial Concern) and inform parents.
- To continue to assess and monitor the needs of all children on the register
- Provide suitable **differentiated work** to meet that child's needs
- Monitor the child's progress – **further differentiated work**.
- Inform the SENDCo if the child is still not progressing and provide evidence of the child's Special Need
- Maintain the necessary records (SEND records, school records)
- To be involved with external agencies as and when necessary
- To inform parents when the child is first entered on the register at Initial Concern, SA or SA+
- To involve parents in the setting and review of Targets
- To write Individual Education Plans (IEP's), with the support of the SENDCo, for all children on the register at School Action, School Action Plus and Statemented and to keep the targets achievable. To use the IEP as a working document, setting new targets when necessary.

The Role of the Teaching Assistants

- To be aware of children on the register
- With reference to the child's IEP, carry out work with Special Needs children as directed by the SENDCo and/or class teacher
- To maintain records of work covered and examples of children's work so that progress can be assessed
- Take part in the review process, especially where this involves a child with a Statement of Special Educational Need
- To liaise with the class teacher and the SENDCo on matters of concern with regards to the child's work or behaviour

Nature of Intervention

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

- specific work to support their IEP
- different learning materials or special equipment
- some group or individual support;
- staff development and training to introduce more effective strategies.
- access to LEA support services for one-off or occasional advice on strategies or equipment

Monitoring children's progress

The Deanery's system for observing, tracking 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. Adequate progress can be defined in a number of ways. It might be progress which:

- closes the attainment gap between the child and their peers.
- prevents the attainment gap growing wider.
- is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers.
- matches or betters 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.

Any children who have been on the SEND register and made sufficient progress to be removed will continue to be monitored by the class teacher. On many occasions, interventions will continue as necessary.

Record Keeping

The amount of record keeping and its format will vary according to the stage the child is at on the SEND Register and the nature of the problem. It is vital that, as much evidence as possible is collected to support each stage.

Class teachers will maintain an SEND folder containing each child's paperwork, copy of the IEP (if appropriate) and any additional information.

Teaching Assistants will maintain an SEND folder on each child they help, containing the child's paperwork, IEP and additional information e.g. Learning Support guidelines. They will fill an intervention record sheet noting any issues or concerns about the child they work with.

Individual Education Plans (IEP)

Strategies employed to enable the child to progress will be recorded within an IEP. The IEP will include information about:

- the short-term targets set for the child

- the teaching strategies to be used
- the provision to be put in place (including how often, how long and including group sizes.
- when the plan is to be reviewed
- outcomes (to be recorded when IEP is reviewed). (See IEP – Appendix II)

The IEP will only record that which is **additional to, or different from**, the differentiated curriculum and will focus upon three individual targets that match the child's needs and have been discussed with the child and the parents. The IEP will be reviewed at least twice a year and parents' views on their child's progress will be sought. Wherever possible, the child will also take part in the review process and be involved in setting the targets.

Interphase Liaison KS2 - KS3

Specific details regarding children on the Special Needs Register are discussed with the staff of the receiving secondary school. Many of the staff visit the Deanery to ensure a smooth transition into the next key phase.

The Deanery School's SENDCo, meets with the SENDCo from the main feeder schools, prior to child's transfer, to share information with regards to children on the SEND Registers.

When a review is being made for children with a Statement, the SENDCo of the receiving secondary school would be invited to attend the final review meeting in the summer term.

Parental Complaints

Through the involvement of parents at all stages of the special needs process, parents are kept fully informed of the help provided for their child by the school and LA.

In the first instance, if a parent has a complaint, or problem, they are asked to make an appointment to see the class teacher, specifying the worries they have.

The class teacher may wish the SENDCo to be present to provide more information for the parent.

If the parent still remains unsatisfied they should make an appointment to see the SENDCo.

If the parent feels that he/she has not received a satisfactory explanation, or the problem is still unresolved, then an appointment with the Head Teacher should be sought. The Head Teacher may be asked to present the grievance to the Governing Body or the parent may write to the Chairman of Governors to express a grievance.

Success Criteria and Monitoring

The SENDCo formulates an action plan that is part of the School Development Plan, which identifies school targets. These are reviewed and updated on an annual basis. During the year the SENDCo will monitor:-

- Progress of the SEND children through the schools 'tracking' procedures.
- Use of IEP's.
- Children's books.
- Work carried out by the Teaching Assistants.
- Twice a year present an update of the Register to Governors.
- Termly liaison with the SEND Governor.

SEND is also monitored by the Leadership team and subject leaders to ensure that children with SEND are catered for in all lessons through:

- Tracking
- book trawls
- planning
- observation of lessons
- talking to children

SEND Governor
Inclusion Manager

Mrs Barbara Edmonds
Mrs Jill Sharp

Reviewed by Amy Boak
Policy reviewed by Sally Yates Head Teacher
Agreed and accepted by Governing Body
Reviewed and amended by Jill Sharp

September 2010
September 2011
October 2012
September 2013