

Special Educational Needs Policy

The Bythams Primary School



Reviewed and updated:

Next review:

Signed:

(Chair of Governors)

Date:

Signed:

(Headteacher)

Date:

SPECIAL EDUCATIONAL NEEDS & DISABILITY POLICY - SEND

Definition

As stated in the Special Education Needs Code of Practice 2001 'children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them.'

Principles and objectives:

- We have regard to the definition of SEN stated in the 'SEN Code of Practice', 1:3

'Children have SEN if they have a *learning difficulty* which calls for *special education provision* to be made for them.'

Children have a *learning difficulty* if they:

a) have a significantly greater difficulty in learning than the majority of children of the same age; or

b) have a disability which prevents or hinders the child from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the LEA

c) are under compulsory school age and fall within the definition at a) or b) above or would do so if special education was not made for them.'

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Special educational provision means:

for children of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LEA, other than special schools, in the area

- We ensure that we monitor all children/pupils who are not making adequate progress in the four broad areas specified in the SEN Code of Practice i.e. communication and interaction, cognition and learning, behaviour, emotional and social development, and sensory and/or physical development.
- We work closely with all parents to listen to their views so as to build on children's previous experiences, knowledge, understanding and skills so that they develop in all aspects of the curriculum
- Parent/carer involvement and support is vital to the success of the education of the children and especially those with SEN.

We believe that **all** practitioners are teachers of children/pupils with SEN and differentiate according to the needs of the children in their care.

- Monitoring the progress of all children/pupils is an ongoing process which enables early identification of any children who may require additional or different provision to be made.

- We believe in equal opportunities and try to meet the physical, emotional and intellectual needs of all our children. This policy should therefore be read alongside our policy for equal opportunities.
- Children/pupils with SEN are fully integrated into the life of the school and the curriculum, recognising the strengths of every individual as well as any areas for development, and ensuring all contribute to the social and cultural activities of the school.
- Parents are encouraged to discuss any issues and concerns with the class teacher/form tutor/SENCO/deputy head teacher/head teacher/SEN governor.

Management of SEN within the school:

- Parents will always be kept informed of any additional or different provision being given and invited to contribute to and attend any review meetings about their child.
- Children/pupils who make slower progress will be given carefully differentiated learning opportunities to help them progress with regular and frequent careful monitoring of their progress, which will involve the parents/carers and children in working in partnership with the school.
- All children will receive a broad and balanced curriculum, relevant to the needs of the individual. Access to the curriculum is therefore facilitated by whatever means necessary to ensure that success is achieved. All teachers take account of the inclusion statement in National Curriculum 2000:
 1. Setting suitable learning challenges
 2. Responding to pupils' diverse learning needs
 3. Overcoming potential barriers to learning and assessment for individuals and groups of pupils.
- We aim to recognise strengths as well as areas for development and try to involve all children in the activities of the school
- Early identification assessment and intervention are recognised as the key to meeting the needs of the individual children.

Admissions:

- Provision for children with SEND is a matter for the school as a whole.
- We welcome all children to our school and endeavour to ensure that appropriate provision is made to cater for their needs.
- All children with SEND play a full part in the daily life of the school and are encouraged to join in all activities. If additional provision is necessary the parents/carers are always informed.
- Pupils with statements are admitted into school and fully integrated unless it would be incompatible with the efficient education of other children, and there are no reasonable steps that can be taken to prevent the incompatibility.

▪ **Specialisms:**

- The school has experience in supporting children with a variety of needs
- We have ramped access and wheelchair users can access the main classrooms and toilet for the disabled.

Resources:

- A proportion of our budget is allocated for resources, which include identified materials for use to support children who need additional or different activities.
- The provision of additional support is made as appropriate from the delegated SEN budget.
- SEND provision is an integral part of the School Development Plan.

1. ROLE AND RESPONSIBILITIES

Teaching SEND children is a whole-school responsibility. The core of teachers' work involves a continuous cycle of planning, teaching, assessing, taking into account the differences in children's' abilities, aptitudes and interests. Some children may need increased levels of provision and support.

SEND Governor

- Discussions with Headteacher (SENDCo) Class Teachers, TAs and SEND Manager.
- Visits to see activities.
- Report to Governing Body.

Headteacher

- Oversee and have overall responsibility for the inclusive practice within the school.
- Work with SENDco and Class Teachers to provide the necessary support.
- Inform governing body of the school's work.
- Update policy with SENDco and SEND Governor. Include SEND information in School Prospectus and Profile.
- Attend reviews as appropriate.
- Liaise with parents/ SENDco /Class Teachers/TAs/Outside Agencies.

SENDco

- Keep parents fully informed about SEND process and their role.
- Inform parents of targets.
- Produce SEND 'Individual Needs' listing (incorporating SEND and non-SEND children that need closer monitoring).
- Produce IEPs with Class Teachers.
- Review IEPs with Class Teachers, Parents, Outside Agencies, Headteacher.
- Suggest suitable learning tasks for SEND pupils with Class Teachers.
- Plan interventions for groups withdrawn for additional support.
- Monitor small group work.
- Regular meetings with SENDCo and SEND Governor to discuss SEND matters.
- Liaise with outside agencies when necessary.
- Observe children in class/groups.

- Use assessments to determine support needs in the school.
- With SENDCo, use assessments to monitor progress of pupils on SEND 'Individual Needs' listing, in liaison with assessment co-ordinator.
- Keep SEND records up to date.
- Attend SEND cluster group if appropriate.
- Involve children and parents in target setting and review of progress.
- Produce monthly diary for teachers.
- Through intervention meetings (3 x per year) report to staff and with SENDCo, produce an annual written report for Senior Management Team.
- Transition work with secondary placement

Class Teacher

- File kept in secure place in classroom. Will contain IEPs (plus relevant reports from outside agencies)
- Attend reviews if possible and provide necessary information
- Discuss IEP targets and resources with SENDCo and ensure provision is made for these targets to be met
- Liaise with parents
- Liaise with outside agencies.

Teacher Assistant

- Work with individuals/group as organised by class teacher or SENDCo including IEP work in the classroom and feedback to class teacher.
- Work with individual pupils or groups for additional or different interventions according to needs. These may include literacy, numeracy, language work, social/behavioural interventions.
- Attend reviews of children with statements or those at Action Plus on the Register or provide report on progress, as necessary.
- Adhere to school policies.
- Attend T.A meetings for updates / training

Parent

- Communicate regularly with staff
- Support the child at home with IEP targets

Transition Arrangements

For children with an identified SEN the school SENCO will liaise with the pre-school SENCO to ensure sharing of information and successful, planned integration into the Bythams Primary School. Links with relevant outside agencies will be developed and/or maintained where appropriate. Early transition plans will be made with the receiving school, setting or Key Stage transfer. Feeder Secondary Schools are closely linked to the school and SENDCo's from the appropriate schools are invited to reviews when appropriate. Regular cluster meetings with settings and the cluster team of feeder schools happen throughout the year.

2. IMPLEMENTATION

We ensure that pupils with SEND have full access to the National Curriculum and are integrated into all aspects of the school.

The Code of Practice advocates a graduated response to meeting pupils' needs. When they are identified as having SEND, the school will intervene through School Action and School Action Plus as described below.

School Action

School Action is characterised by interventions that are different from or additional to the normal differentiated curriculum. School Action intervention can be triggered through concern, supplemented by evidence that, despite receiving differentiated teaching, pupils:

- Make little or no progress
- Demonstrate difficulty in developing literacy or numeracy skills
- Show persistent emotional/behavioural difficulties which are not affected by behaviour management strategies
- Have sensory/physical problems, and make little progress despite the provision of specialist equipment
- Experience communication and/or interaction problems and make little or no progress despite experiencing a differentiated curriculum

If the school decides, after consultation with parents, that a pupil requires additional support to make progress, the SENDCO, in collaboration with teachers, will support the assessment of the pupil and have an input in planning future support. Parents will be closely informed of the action and results.

School Action Plan Plus

School Action Plus is characterised by a sustained level of support and the involvement of external services. Placement of a pupil at this level will be made by the SENCO after full consultation with parents at an IEP review undertaken within School Action. External support services will advise on targets for a new IEP and provide specialist inputs to the support process. School Action Plus intervention will usually be triggered through continued concern, supplemented by evidence that, despite receiving differentiated teaching and a sustained level of support, a pupil:

- Still makes little or no progress in specific areas over a long period
- Continues to work at National Curriculum levels considerably lower than expected for a child of similar age
- Continues to experience difficulty in developing literacy/numeracy skills
- Has emotional/behavioural problems that often substantially impede own learning or that of the group, and this may be despite having an individualised behavioural management programme.
- Has sensory or physical needs requiring additional specialist equipment or visits/advice from specialists.
- Has communication or interaction problems that impede the development of social relationships, thus presenting barriers to learning

Parental consent will be sought for any additional information required. School Action Plus IEP's will incorporate specialist strategies and be reviewed three times yearly.

Individual Education Plans

Support strategies for ensuring good or better progress for pupils' with SA+ will be recorded, monitored and evaluated through target cards containing information on

- Short-term targets
- Teaching strategies
- Provision made
- Date for review
- Success and/or exit criteria
- The outcomes recorded at review

The IEP will record only that which is different from or additional to the normal differentiated curriculum, and will concentrate on three or four individual

targets that closely match the pupil's needs. The IEPs will be discussed with the pupil and the parent.

School Action IEPs will be reviewed three times yearly. The school will endeavour to hold the reviews in an informal manner, and parents' views on their child's progress will actively be sought. Wherever possible or appropriate, the school will involve pupils in this process.

Request for Statutory Assessment

The school will request a Statutory Assessment from the LA when, despite an individualised programme of sustained intervention within School Action Plus, the child remains a significant cause for concern. A Statutory Assessment might also be requested by a parent or outside agency. A Statement of Special Educational Need will normally be provided where, after a Statutory Assessment, the LA considers the child requires provision beyond what the school can offer.

A Statement will include details of learning objectives for the child. These are used to develop targets that are:

- Matched to the longer-term objectives set in the Statement
- Of shorter term
- Established through parental/pupil consultation
- Set out in an IEP
- Implemented in the classroom
- Delivered by the class teacher with appropriate additional support where specified

Reviews of Statements

Statements will be formally reviewed annually, and the IEP's will be reviewed termly. The aim of the Annual review will be to:

- Assess the pupil's progress in relation to the Statement objectives
- Review the provision made for the pupil in the context of the National Curriculum and levels of attainment in basic literacy/numeracy and life skills
- Consider the appropriateness of the existing Statement in relation to the pupil's performance during the year, and whether to cease, continue, or amend it
- Set new targets for the coming year
- Year 5 reviews will indicate the parental choice of secondary school and the provision required in Secondary school.
- At Year 6 reviews the SENDCO of the Secondary school will be invited to attend. This enables the receiving school to plan appropriately for the new school year. It also gives parents the opportunity to liaise with Secondary colleagues.

5. ASSESSMENT

All teachers are responsible for identifying and reviewing the progress of pupils with SEND and, in collaboration with the SENDCO, will ensure that those pupils requiring different or additional support are identified at an early stage.

Whether or not a pupil is making progress is seen as a significant factor in considering the need for SEND provision.

Pupil progress is ascertained through:

- Evidence obtained by teacher assessment.
- Their performance in N.C. judged against level descriptors.
- Pupil progress in relation to objectives in the National Literacy/Numeracy Strategies.
- Regular review of IEP targets
- Standardised screening or assessment tools

7. HEALTH AND SAFETY

Refer to the agreed Health and Safety Policy

8. EQUALITY / INCLUSION –

The school recognises that it has to make special efforts to ensure that all groups prosper, including those with special educational needs; who have difficulties accessing the school or services; who speak English as an additional language; who have frequent moves and lack stability leading to time out of school (e.g. children in care); who as children are caring for others; who come from homes with low income and/or inadequate home study space; who experience bullying, harassment or social exclusion; with low parental support or different parent expectations; with emotional, mental and physical wellbeing needs; who exhibit challenging behaviour; who come from ethnic minority groups including travellers, refugees and asylum seekers.

Reviewed in accordance with DDA

Status: Statutory **Ratified by:** GB March 2014 **Review date:** March 2015

Audit trail of changes

Version	Date	Reason for change	Authorised signature

Appendix 1

Action	Who is involved?	What is involved?	Next steps
Differentiation	The class teacher responsible for the pupils.	The teacher plans for the activities to be given the pupils at the appropriate level of need for success and progress to be achieved.	If, after observations in a variety of contexts and in discussion with parents/carers, a pupil is not making adequate progress, an individual education plan is considered.
School Action	The teacher responsible for the child informs the SENDCo of the concern and with advice obtained, writes an IEP in consultation with the parents/carers and the pupil.	The IEP is implemented in the class. Additional and/or different activities/resources are used to meet the needs of the pupil. Suggestions for support at home are considered with the parents/ carers. IEP is reviewed regularly.	Most pupils should make progress with the additional help but if the targets and strategies implemented in the IEP mean that adequate progress is not made, advice is requested from outside agencies.
School Action Plus	The SENDCo requests advice from an external agency. A new IEP is devised from the additional guidance given and the teacher involved delivers the plan of action.	The IEP is implemented in the class using the strategies and additional/different resources suggested. Support from home is considered. IEP is reviewed regularly.	The majority of pupils will make progress with the further advice and intervention but if the targets and strategies do not result in adequate progress all the parties involved will contribute evidence to support a request for statutory assessment. The child's statement is monitored and evaluated each year and amended as necessary. If a child meets all of their targets and found not to need the additional support they will be moved back to school action plus.
Statement of Special Education Needs	The SENDCo and a range of outside agencies.	The child has a document which outlines their need gives specific targets to help meet their learning. This is reviewed annually as part of the annual review process.	The child's statement is monitored and evaluated each year and amended as necessary. If a child meets all of their targets and found not to need the additional support they will be moved back to school action plus.