

Special Educational Needs & Disability Policy (SEND)

The Bythams Primary School



Reviewed and updated: May 2015

Next review: May 2017

Signed:

(Chair of Governors)

Date:

Signed:

(Headteacher)

Date:

SPECIAL EDUCATIONAL NEEDS & DISABILITY POLICY - SEND

Definition

We have regard to the definition of SEN stated in the Special Educational Needs and Disability Code of Practice 0-25 June 2014 page 4;

- A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.
- A child of compulsory school age or a young person has a learning difficulty or disability if he or she:
 - has a significantly greater difficulty in learning than the majority of others of the same age,
 - or has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

Principles and objectives:

The Bythams Primary School believes that all children and young people are entitled to an education that enables them to make progress so that they:

- achieve their best
- become confident individuals living fulfilling lives, and
- make a successful transition into adulthood, whether into employment, further or higher education or training

Special educational provision means:

- 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 2014:
 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:

The school has due regard of the Disability Discrimination Act and as such promotes an inclusive admissions policy.

- 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 Education Health Care Plans 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 in accordance with our admissions policy.

▪ **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 (SENCo) 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 SENCo and Class Teachers to provide the necessary support.
- Inform governing body of the school's work.
- Update policy with SENCo and SEND Governor. Include SEND information in School Prospectus and Profile.
- Attend reviews as appropriate.
- Liaise with parents/ SENCo /Class Teachers/TAs/Outside Agencies.

SENCo

- 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 SENCo 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 SENCo, 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 SENCo, 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 SENCo 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 SENCo 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 SENCo'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 children are identified as having SEND, the school will intervene through a graduated response according to these needs, tracking pupil progress closely to ensure that planned intervention and support maintains an impact. This support is developed and agreed with parents and using the child's voice.

The school's governing body ensures that arrangements are in place in schools to support pupils at school with medical conditions and also ensures that school leaders consult health and social care professionals, pupils and parents to make sure that the needs of children with medical conditions are effectively supported.

The identification of SEN is built into the overall approach of class teachers, the SENCo and Senior Leaders when monitoring the progress and development of all pupils.

All pupils have access to a broad and balanced curriculum. The National Curriculum Inclusion Statement states that teachers should set high expectations for every pupil, whatever their prior attainment. Teachers therefore use appropriate assessment to set targets which are deliberately ambitious. Potential areas of difficulty are identified and addressed at the outset. Lessons are planned to address potential areas of difficulty and to remove barriers to pupil achievement.

Identification of children with SEND

The Bythams School believes in identifying any specific needs at the earliest point and then making effective provision to improve long-term outcomes for the child or young person.

A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age. Teachers assess pupils' current skills against those expected within the National Curriculum.

Class and subject teachers, supported by the senior leadership team, make regular assessments of progress for all pupils. These seek to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

It can include progress in areas other than attainment – for instance where a pupil needs to make additional progress with wider development or social needs in order to make a successful transition to adult life.

The first response to such progress is high quality teaching targeted at their areas of weakness. Where progress continues to be less than expected the class teacher, working with the SENCO, will assess whether the child has SEN. While informally gathering evidence (including the views of the pupil and their parents) the teacher will implement extra teaching or other rigorous interventions designed to secure better progress, where required. The pupil's response to such support can help identify their particular needs.

For some children, SEN can be identified at an early age. However, for other children and young people difficulties become evident only as they develop. All those who work with children and young people should be alert to emerging difficulties and respond early. In particular, parents know their children best and it is important that all professionals listen and understand when parents express concerns about their child's development. They should also listen to and address any concerns raised by children and young people themselves.

Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEN. Where there are concerns, there should be an assessment to determine whether there are any causal factors such as undiagnosed learning difficulties, difficulties with communication or mental health issues. If it is thought housing, family or other domestic circumstances may be contributing to the presenting behaviour a multi-agency approach, supported by the use of approaches such as the Early Help Assessment, may be appropriate. In all cases, early identification and intervention can significantly reduce the use of more costly intervention at a later stage.

Teaching staff should also be alert to other events that can lead to learning difficulties or wider mental health difficulties, such as bullying or bereavement. Such events will not always lead to children having SEN but it can have an impact on well-being and sometimes this can be severe. Staff should ensure they make appropriate provision for a child's short-term needs in order to prevent problems escalating. Where there are long-lasting difficulties schools should consider whether the child might have SEN. Further guidance on dealing with bullying issues can be found on the GOV.UK website.

Broad areas of need

Communication and interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Sensory and/or physical needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Information on how to provide services for deafblind children and young people is available through the Social Care for Deafblind Children and Adults guidance published by the Department of Health (see the References section under Chapter 6 for a link).

Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

Special educational provision at The Bythams Primary School

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. Schools should regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.

In deciding whether to make special educational provision, the teacher and SENCO should consider all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. This should include high quality and accurate formative assessment, using effective tools and early assessment materials. For higher levels of need, schools should have arrangements in place to draw on more specialised assessments from external agencies and professionals.

Parental consent will be sought for any additional information required. Children's 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 identified SEN will be recorded, monitored and evaluated through targets against national curriculum expectations 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.

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.

Support for children within the school includes the following points-**Assess**

In identifying a child as needing SEN support the class or subject teacher, working with the SENCO, should carry out a clear analysis of the pupil's needs. This assessment is reviewed six times a year during pupil progress discussions and no less than three times a year with parents.

Plan

Where it is decided to provide a pupil with SEN support, the parents **must** be formally notified, although parents should have already been involved in forming the assessment of needs as outlined above. The teacher and the SENCO should agree in consultation with the parent and the pupil the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review.

All teachers and support staff who work with the pupil should be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. This should also be recorded on the school's information system.

The support and intervention provided should be selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness, and should be provided by staff with sufficient skills and knowledge.

Parents should be fully aware of the planned support and interventions and, where appropriate, plans should seek parental involvement to reinforce or contribute to progress at home.

Do

The class or subject teacher should remain responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, they should still retain responsibility for the pupil. They should work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENCO should support the class or subject teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

Review

The effectiveness of the support and interventions and their impact on the pupil's progress should be reviewed in line with the agreed date.

The impact and quality of the support and interventions should be evaluated, along with the views of the pupil and their parents. This should feed back into the analysis of the pupil's needs. The class or subject teacher, working with the SENCO, should revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil.

Parents should have clear information about the impact of the support and interventions provided, enabling them to be involved in planning next steps.

Where a pupil has an EHC plan, the local authority **must** review that plan as a minimum every twelve months.

Requesting an Education, Health and Care needs assessment

SEN support should be adapted or replaced depending on how effective it has been in achieving the agreed outcomes. Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEN of the child or young person, the child or young person has not made expected progress, the school or parents should consider requesting an Education, Health and Care needs assessment. To inform its decision the local authority will expect to see evidence of the action taken by the school as part of SEN support.

5. ASSESSMENT

All teachers are responsible for identifying and reviewing the progress of pupils with SEND and, in collaboration with the SENCo, 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. against expectations
- Regular review of IEP targets
- Standardised screening or assessment tools

7. RELATIONSHIP WITH OTHER POLICIES

Teaching and learning policy
Assessment policy
Monitoring policy
Inclusion policy
Behaviour and Discipline policy
Equal opportunities policy

8. HEALTH AND SAFETY

Refer to the agreed Health and Safety Policy

9. 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