

TANKERSLEY C of E (A) PRIMARY SCHOOL

Special Educational Needs and Disability POLICY



***“To develop a love of learning
in a Christian environment”***

Updated:
Review due:

September 2016
October 2017

INTRODUCTION

This Policy outlines the organisation and provision for Special Educational Needs and Disability (SEND) which is set in the wider context of Inclusion, at Tankersley St. Peter's C of E (A) Primary School. It has been drawn up by the Inclusion Manager and has been agreed upon by the head teacher and teaching staff. This policy has also been presented to school governors.

The SEND policy pervades all curriculum policies in the school. Some children have barriers to learning that mean they have special needs and require particular action by the school to remove/mitigate those barriers.

These requirements are likely to arise as a consequence of a child having special educational needs. Children have special educational needs and/or a disability if they have a learning difficulty which calls for special educational provision to be made for them.

Children have a learning difficulty if they are 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.

(The above definition of SEND is taken from Section 6.17 of the SEN Code of Practice.)

Special educational needs and disability may relate to one or more of the following areas of need:

- Communication and interaction.
- Cognition and learning.
- Behaviour, emotional and social development.
- Sensory and/or physical needs.
- Medical conditions.

Children may have special educational needs or a disability either throughout, or at any time during, their school career. This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child.

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Some pupils with disabilities may have learning difficulties that call for special educational provision. However, not all children deemed to be disabled will require this provision. A child with asthma or diabetes, for example, may not have special educational needs, but may still have rights under the Equality Act 2010. We will assess each child as required, and make the appropriate provision, based on their identified needs.

EQUAL OPPORTUNITIES & INCLUSION

This policy has been updated in line with the SEN Code of Practice 2015 (which takes account of the SEND provisions of the SEN and Disability Act 2001).

This policy will be reviewed in the light of any new legislation.

Through high quality teaching we endeavour to make every effort to achieve maximum inclusion of all pupils (including those with SEND) whilst meeting pupils' individual needs. Teachers provide learning opportunities for all the pupils within the school environment and provide materials appropriate to pupils' interests and abilities. This ensures that all pupils have full access to the National Curriculum.

AIMS

This policy is in line with the school's aims, where we aspire to promote a 'love of learning in a Christian Environment'.

We are committed to inclusion, meeting individual needs, and the provision of the highest quality for all students and the efficient use of resources.

We encourage mutual respect and consideration as part of the ethos of our school. All pupils are valued and we work to "promote pupils' self-esteem and emotional well-being and help them to form and maintain worthwhile relationships based on respect for themselves and others." (National Curriculum, 2000).

OBJECTIVES

1. To identify children with special educational needs or a disability at the earliest opportunity.
2. To record and monitor progress of these children and to set realistic targets for them.
3. To identify and set up systems of support for the children and parents.
4. To work in partnership with parents and the support services.
5. To ensure that SEND provision is an integral part of the curriculum planning.
6. To ensure that **all** children's individual educational needs are met.

PARTNERSHIP WITH PARENTS/CARERS

The school works in partnership with parents. This is a school priority in line with the SEND Code of Practice. We work to enable and empower parents and carers by:

- Having early conversations with parents as soon as any possible concerns are noted. (Code of Practice 6.39).

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- Making parents and carers feel welcome.
- Encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing.
- Structuring early conversations by using a One Page Person Profile.
- Agreeing outcomes sort for the child and the next steps. (Code of Practice 6.39).
- Agreement if support can be provided by adapting the school's core offer or whether something different or additional is required. (Code of Practice 6.40).
- Instilling confidence that the school will listen and act appropriately.
- Focusing on the child's strengths as well as barriers to learning.
- Allowing parents and carers opportunities to discuss ways in which they and the school can help their child.
- Agreeing targets for their child.
- Keeping parents and carers informed and giving support during assessment and any related decision-making process about SEND provision.
- Making parents and carers aware of the parent partnership services where this would be helpful.
- Providing all information in a 'parent friendly' and accessible way.

INVOLVEMENT OF PUPILS

We recognise that all pupils have the right to be involved in making decisions and exercising choice (SEND Code of Practice). We endeavour to fully involve pupils wherever possible by including pupils in:

- Identifying their own needs and learning about their own learning (self-assessment).
- Individual target setting across the curriculum.
- The self-review of their own progress and in setting new targets.
- Formal reviews, providing evidence and their views (pupil voice) for meetings where appropriate.

MANAGEMENT OF SEND WITHIN THE SCHOOL AND THE ROLE OF THE INCLUSION MANAGER

We recognise that all members of teaching staff are teachers of children with special educational needs. The head teacher and the governing body have delegated the responsibility for the day-to-day implementation of the policy to the Inclusion Manager. All members of staff are aware of their responsibilities towards pupils with SEND, whether or not pupils have a statement of special educational needs. A positive attitude, focused on outcome with high aspirations, is shown towards those pupils.

In line with the recommendations in the revised Code of Practice the Inclusion Manager is responsible for:

- Overseeing the day-to-day operation of this policy.
- Co-ordination and monitoring of provision for children with special educational needs.

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- Liaising with and advising teachers.
- Supporting teachers, if necessary, to write meaningful IEPs.
- Overseeing the administration of all SEND reviews.
- Overseeing and keeping the records on all children with SEND.
- Liaising with parents of children with SEND.
- Contributing to the in-service training of staff.
- Liaising with external agencies including the Inclusion Services, Educational Psychology services, health and social services, Education Welfare
- Updating the SEND register.
- Writing a termly report to governors.

The Inclusion Manager is responsible for keeping the head teacher and the governor with responsibility for SEND fully informed.

Regular meetings take place between Inclusion Manager, Family Support Worker and Headteacher using an action planning sheet to ensure needs are met and points for action identified. This meeting also includes monitoring the needs of children under CAF and any children identified with safeguarding issues.

The Governor for SEND will meet with the Inclusion Manager 2 - 3 times annually.

ADMISSION ARRANGEMENTS

No pupil will be refused admission to school on the basis of his or her special educational need. In line with the SEN and Disability Act we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision.

SPECIAL PROVISION

The school has wheelchair access to the foundation stage and to KS1 classes via the main entrance. The lower KS2 classes can be accessed via the playground but ramps would have to be provided for upper KS2 if needed.

Changing facilities are available for Foundation stage children not yet toilet trained.

In school there are staff who have expertise and/or have received training in the following areas:

- Working with children with Hearing Impairment.
- Working with children with Speech, Language and Communication needs.
- Working with children with Autistic Spectrum Disorder (ASD).
- Implementing intervention programmes e.g Read, Write Inc catch up, Project X Code and Jump Ahead.

Staff Training has been focusing on working with children with Dyslexia providing a Dyslexia friendly environment and learning tasks. There is ongoing training using support from external agencies for ASD.

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A range of resources are used to support pupils including a specially resourced nurture area for children with high levels of SEND and/or pupils requiring nurture sessions on an ad hoc basis. Resources are also sent by external agencies following assessment particularly for pupils with speech and language difficulties or ASD.

IDENTIFICATION AND ASSESSMENT

We actively support the importance of early identification of needs.

The school adopts the cyclical levels of intervention as described in the SEND Code of Practice.

We adopt the following procedures for identification and assessment:

- The analysis of data including initial assessment in the Early Years, Foundation Stage Profile, entry profiles, end of key stage SATs, reading ages, and ongoing assessment.
- Following up parental concerns.
- Tracking individual pupil progress over time.
- Information from previous schools.
- Information from other services.
- Pupil Progress Meetings (termly).
- Termly updating of provision maps.
- Teachers registering a concern with the Inclusion Manager and on the provision map.

The Inclusion Manager maintains a record of pupils identified through the procedures listed using provision maps. This is reviewed termly and any changes discussed with individual teachers. The Code of Practice recommends a graduated approach to the identification and assessment of SEND:

1:- SEN Support (stage 1)

All staff who work with a pupil are responsible for identifying particular needs and will, with parents where possible, gather information about a child, the class teacher will be responsible for building increased differentiation within the child's normal classroom work. If it is deemed that the child needs additional and different provision then an Individual Education Plan (IEP) will be devised setting out targets for the child to work toward. This will help structure learning into small identifiable steps. The IEP is a working document which, will be reviewed regularly to ensure targets are modified as necessary. They will be formally reviewed at least termly with; the class teacher, pupil and whenever possible with parents. The IEP is completed on a child friendly format and will consist of only 3 to 4 realistic small step targets. Whilst targets are pupil driven, B Squared documentation is available to support this process. The Inclusion Manager will monitor the completion of IEPs as part of the quality assurance cycle. The diary of intervention will be started by the class teacher and maintained in the class electronic SEND file for each child.

Stage 2:- SEN Support (stage 2)

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If a child at SEN Support stage 1 is failing to make significant progress over a period of time, their needs will be reviewed with the involvement of the parents, child, class teacher, relevant support staff, the Inclusion Manager. If a child is failing to meet the targets set on their IEPs, and after consultation with their parents, an outside agency may be involved. Their role is to assess the child's needs and to advise teaching staff and parents on alternative approaches, methods and materials. The pupil's progress will be monitored regularly and reviews held termly (minimum). Parents or carers, teacher, support staff and other professionals where appropriate will be invited to these reviews by the Inclusion Manager. The diary of intervention will continue to be maintained by class teacher and Inclusion Manager.

Stage 3: - Statutory Assessment/ Educational and Health Care Plan (EHCP).

In some cases a child may not make significant progress with support at the SEN Support stage. If evidence shows that there is significant cause for concern despite the best endeavors already made by the school, the school or parents can request a Statutory Assessment (EHCP) by the LA. An application for an EHCP will be completed by the Inclusion Manager, which will be sent to the LA, accompanied by supporting evidence. The LA will consider whether an EHCP is necessary. This request will then follow the statutory time scale as stated in the SEND Code of Practice. The school, the Educational Psychologist, medical services and other involved professional bodies as well as the child's parents will be asked to contribute evidence to the LA.

If the LA produces an EHCP it will provide extra funding to support the child in school. Children with an EHCP continue to have an IEP in line with objectives and provision identified on the statement. This is reviewed termly and there is also an Annual Review of the EHCP with all professionals working with the child and parents, invited to attend.

There are comparative stages for Early Years Education.

CURRICULUM ACCESS AND PROVISION

In order to meet the learning needs of all pupils, teachers differentiate work and plan to meet individual needs and to mark work effectively informing their planning and judgements.

Where pupils are identified as having special educational needs, the school provides for these additional needs in a variety of ways. The provision for pupils is related specifically to their needs. At SEN Support the following additional support may be provided.

- In class support for small groups with the class teacher or Teaching Assistant (TA)
- Small groups withdrawal with TA or HLTA
- Individual class support / individual withdrawal
- Further differentiation of resources
- Further differentiation of tasks
- Pre and post learning opportunities

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LINKS WITH EDUCATION SUPPORT SERVICES

We aim to maintain useful contact with education support services. For pupils at SEN Support any one or more of the following agencies may be involved.

- Educational Psychology Service (EPS)
- BESST Inclusion Services: (Communication and Interaction/ learning and cognition/ sensory impairment)
- Speech and Language
- Pediatric Therapy

Consultation meetings take place between the Inclusion Manager and the Educational Psychologist, the support worker for Communication and Interaction, Pediatric Therapists and Speech and Language services. These are planned for the beginning of the school year and then as and when necessary.

Educational Psychology and Communication and Interaction are now both traded services. The school negotiates an annual contract for their services having used the provision mapping to give an indication of the likely level of need/support for that year.

The Inclusion Manager will, where possible, attend SENCO network meetings held half termly. The Inclusion Manager will also maintain links with SENCOs in cluster and pyramid schools through half termly Locality SENCO meetings. There is Liaison with the SENCO at Kirk Balk Community School, Barnsley Academy and Penistone Grammar School to plan for transition at the end of Y6.

LINKS WITH OTHER SERVICES

Effective working links will also be maintained with:

Community Health Service, including Occupational Health/Physiotherapy, Speech and language therapy
CAMHS
Social Services
Educational Welfare Service
School Nurse

STAFF DEVELOPMENT AND TRAINING

In order to maintain and develop the quality of our provision, all members of staff are encouraged to undertake training. Input from external agencies is actively encouraged as well as in-house training using resources such as the IDP and cascading knowledge.

MONITORING AND EVALUATION OF SEND PROVISION

The effectiveness of our provision for pupils is identified as having special educational needs is carried out in the following ways:

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- Informal feedback from all staff
- Pupil voice for review meetings
- Pupil data tracking (Inclusion Manager and Head Teacher)
- Pupil review meetings and records of review meetings (Inclusion Manager/ Class Teacher)
- Tracking points progress made specifically by pupils with SEND. (Inclusion Manager/Class Teacher)
- Pupil progress meetings
- Provision mapping
- Monitoring IEPs and IEP targets (Class Teacher, Inclusion Manager)
- Movement on the SEND register (Inclusion Manager and HT)
- Attendance records (EWO/FSW)
- Annual assessment of reading age using a published reading test
- Intervention records are maintained by Class Teachers and TAs to show impact of interventions

MONITORING OF POLICY EFFECTIVENESS

We have identified the following to enable the Headteacher, Inclusion Manager, Senior Management team and SEND Governor to monitor and evaluate the effectiveness of the policy:

- The Inclusion Manager has at least one termly meeting with the governor responsible for SEND
- Regular meetings between Head teacher and Inclusion Manager
- Updating the SEND register at three times a year
- Pupil Progress termly meetings
- Movement on the register, both up and down the levels of intervention
- Prompt actions on concerns raised
- Parents are informed about all expressions of concern
- Pupils with IEPs have the targets reviewed a minimum of termly
- Pupils drive, or are aware of, targets they need to achieve linked to the IEP where possible
- Relevant members of staff are aware of, and involved in, the development of pupil targets
- IEP targets are SMART and written in accessible language
- Parents are informed of their child's targets at parents' evening/review meetings or informal meetings with Class Teacher or Inclusion Manager
- Parents are invited by letter to all review meetings.
- When parents are unable to attend reviews IEPs are sent by post within a week of being written
- Parent and Pupil voice is collected and, where possible, acted on in the review process.
- Teachers and support staff are aware of procedures and have their attention drawn to this policy.

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- All teachers' weekly plans show evidence of differentiation
- There is evidence of individual pupil progress over time
- Intervention records are monitored termly by the Head Teacher.
- SEND issues are included in staff development planning
- Teachers are aware of their responsibilities
- SEND is a key section in the school improvement plan

Complaints

If there are any complaints relating to the provision for pupils with SEND these will be dealt with in the first instance by the Head Teacher. The Chair of Governors may be involved if necessary. In the case of an unresolved complaint the LA may be involved.

This policy will be reviewed by September 2015 in line with the Code of Practice and LA guidance.

Signed _____ (Head Teacher)

Signed _____ (Chair of Governors)

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