



SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

At Snaith Primary School we aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community. 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.

- This policy helps to ensure that the needs of all our children are met.

This policy was devised by the Headteacher and SENCO in September 2014 in consultation with staff and governors.

INTRODUCTION

This policy has been devised in line with the new legislation (The Children and Families Act 2014) which came into force from the 1st September 2014. A new SEND Code of Practice also accompanies this legislation.

At Snaith Primary School we provide a broad and balanced curriculum for all our children. The National Curriculum is our starting point for planning that meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs, by clearly differentiating objectives. Some children are more able in particular areas, and some children may have barriers to particular areas of learning that mean they have special needs and require particular action by the school. (Please see also our "Teaching and Learning" and "More Able" policies).

Teachers take account of children's individual requirements and make provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities. Such children may need additional or different help from that given to other children of the same age.

Children may have special educational needs 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.

AIMS AND OBJECTIVES

The aims of this policy are:

- to create an environment that meets the special educational needs of every child;
- to ensure that the special educational needs of children are identified, assessed and provided for;
- to make clear the expectations of all partners in the process;
- to identify the roles and responsibilities of staff in providing for children's special educational needs;
- to enable all children to have full access to all elements of the school curriculum;
- to ensure that parents are able to play their part in supporting their child's education;
- to ensure that our children have a voice in this process.

EDUCATIONAL INCLUSION

At Snaith Primary school, we aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our children and aim to

help children meet these expectations through the removal of barriers to learning and participation.

Our 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, and in physical and practical activities;
- helping children to manage their 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.

SPECIAL EDUCATIONAL NEEDS AND DISABILITY TERMS

Definitions of special educational needs (SEND) taken from section 20 of the Children and Families Act 2014.

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition of (a) or (b) above or would do so if special educational provision 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.

Many of the children who join our school have already attended an early education setting. In many cases children join us with their current needs already assessed. All our children are assessed when they join our school, so that we can build upon their prior learning. We use this information to provide starting points for the development of an appropriate curriculum for all our children.

IDENTIFICATION NEED FOR FURTHER SUPPORT

In our school we have a large number of identification systems to show if a child is not making the progress they should.

Teachers regularly consult with the SENCO about their classes. Our SENCO is Miss Timney. Regular meetings are also held with the Senior Leadership Team to look at tracking across cohorts. Class teachers may raise concerns at any time, but particularly if a child:

- Has data that shows more than two sub-levels below their expected progress within a year (or more than 1 sub level at the half year point).
- Has a reading age that is more than 18 months less than their actual age.
- Demonstrates difficulties in social situations.
- Is not responding to the usual positive behaviour techniques.

After consultation at this point, the child would be monitored in class, and possibly targeted for general intervention (i.e. in planning and target focus). The SENCO would put in place appropriate further testing. Analysis of the results of these tests and progress made in class would determine if this child was put on the register at CONCERN or SEND NEED.

CONCERN:

If our assessments show that a child may have a learning difficulty, we use a range of strategies that make full use of all available classroom and school resources. This level of support is called **CONCERN**. The child's class teacher will offer interventions that are different from or additional to those provided as part of the school's usual working practices. The class teacher will keep parents informed and draw upon them for additional information. The Special Educational Needs Co-ordinator (SENCO), if not already involved, will become involved if the teacher and parents feel that the child would benefit from further support. The SENCO will then take the lead in further assessments of the child's needs.

PUPIL PASSPORTS

We will record the strategies used to support the child within a 'Pupil Passport'. The Passport will show the short-term targets set for the child and the teaching strategies to be used. It will also indicate the planned outcomes and the date for the plan to be reviewed. These will be reviewed each term in liaison with the child, SENCO, teacher and parents.

SEND NEED:

If a review identifies that support is needed from outside services, we will consult parents prior to any support being actioned. In most cases, children will be seen in school by external support services. This may lead to additional or different strategies to those at

CONCERN. This enhanced level of support is called SEND NEED. External support services will provide information to support the child in meeting their desired outcomes and may contribute to the pupils passport. Any recommended strategies will be identified within the pupil passport and, wherever possible, be implemented in the child's normal classroom setting.

STATEMENT OF SEND/ EHCP:

In the past if a child had lifelong or significant difficulties they may undergo a Statutory Assessment Process which was usually requested by the school but can be requested by a parent. This would occur where the complexity of need or a lack of clarity around the needs of the child were such that a multi-agency approach to assessing that need, to planning provision and identifying resources, was required.

Now the decision to make a referral for an Education, Health and Care Plan will be taken at a progress review. The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Parents
- Teachers
- SENCO
- Social Care
- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan. The school and the child's parents will be involved developing and producing the plan.

Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, external services involved, health care professionals, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place.

Under The Children and Families Act 2014 and SEND Code of Practice (2014) Statements of Special Educational Needs, for those children with the most complex needs, will gradually be replaced with a new Education, Health and Care (EHC) Plan. These plans are being supported by an Education, Health and Care Plan Pathway.

The Local Offer:

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available to support families of children with a special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors. More information about the East Riding local offer can be found at <http://www.eastridinglocaloffer.org.uk/>

ROLE OF THE SENCO (Special Educational Needs Co-ordinator):

In our school the SENCO:

- manages the day-to-day operation of the policy;
- co-ordinates the provision for and manages the responses to children's special needs;
- supports and advises colleagues;
- oversees the records of all children with special educational needs;
- acts as the link with parents;
- acts as link with external agencies and other support agencies;
- monitors and evaluates the special educational needs provision and reports to the governing body;
- manages a range of resources, human and material, to enable appropriate provision for children with special educational needs;
- ensures the Head teacher is kept up-to-date with any changes to the registers, and of any meetings with parents or other agencies;
- contributes to the professional development of all staff.

THE ROLE OF THE GOVERNING BODY

The governing body has due regard to the Code of Practice when carrying out its duties toward all pupils with special educational needs.

The governing body does its best to secure the necessary provision for any pupil identified as having special educational needs. The governors ensure that all teachers are aware of the importance of providing for these children. They consult the LA and other schools, when appropriate, and report annually to parents on the success of the school's policy for children with special educational needs. The governing body ensures that parents are notified of a decision by the school that SEND provision is being made for their child.

The governing body has identified a governor to have specific oversight of the school's provision for pupils with special educational needs. The 'responsible person' in this school is Mrs Lynn Williamson who is overseen by the Head teacher.

The SEND Governor ensures that all governors are aware of the school's SEND provision, including the deployment of funding, equipment and personnel.

ALLOCATION OF RESOURCES

The SENCO 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 special educational needs/Education, Health and Care plans.

The Head teacher informs the governing body of how the funding allocated to support special educational needs has been employed.

The Head teacher and the SENCO meet annually to agree on how to use funds directly related to statements.

ASSESSMENT

Early identification is vital. The class teacher informs the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation.

The class teacher and the SENCO assess and monitor the children's progress in line with existing school practices. This is an ongoing process.

The SENCO works closely with parents and teachers to plan an appropriate programme of support.

The assessment of children reflects as far as possible their participation in the whole curriculum of the school. The class teacher and the SENCO can break down the assessment into smaller steps in order to aid progress and provide detailed and accurate indicators.

The LA seeks a range of advice before making a formal statement. The needs of the child are considered to be paramount in this.

ACCESS TO THE CURRICULUM

All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to:

- understand the relevance and purpose of learning activities;

- 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 special educational needs. Lessons have clear learning objectives; we differentiate work appropriately, and we use assessment to inform the next stage of learning.

Pupil Passports, which employ a small-steps approach, feature significantly in the provision that we make in the school. By breaking down the existing levels of attainment into finely graded steps and targets, we ensure that children experience success. All children at CONCERN and SEN NEED have a pupil passport.

We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw 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.

Regular training and learning opportunities for staff on the subject of SEND and SEND teaching are provided. Staff members are kept up to date with teaching methods which will aid the progress of all pupils including those with SEND. In class provision and support are deployed effectively to ensure the curriculum is differentiated where necessary. We make sure that individual or group intervention is available where it is felt pupils would benefit from this provision. We set appropriate individual targets that motivate pupils to do their best, and celebrate achievements at all levels.

PARTNERSHIPS WITH PARENTS

Our school has a clear vision to work in partnership with parents. We encourage an active partnership through an ongoing dialogue with parents. Parents have much to contribute to our support for children with special educational needs.

The school prospectus contains details of our policy for SEND, and the arrangements made for these children in our school. A named governor takes a special interest in special needs and he/she or the Head teacher are always willing to talk to parents.

We have regular meetings each term to share the progress of special needs children with their parents. We inform the parents of any outside intervention, and we share the process of decision-making by providing clear information relating to the education of children with special educational needs.

PARTNERSHIPS WITH THE CHILDREN

In our school we encourage children to take responsibility and to make decisions. This is part of the culture of our school and relates to children of all ages. The work in the

Foundation Stage recognises the importance of children developing social as well as educational skills.

As part of the review process children complete a termly pupil profile to contribute their views about what works well for them and what they would like to improve. Children are involved at an appropriate level in setting targets in their termly passport review meetings. Children are encouraged to make judgements about their own performance against their targets. We recognise success here as we do in any other aspect of school life.

ORGANISATION AND MONITORING AND EVALUATION

In Snaith Primary School we have a SENCO that works with a number of support assistants to identify, plan for, teach and address a large number of different needs. Regular liaison time takes place, both with the Support Assistants and the SENCO and the SENCO and the class teachers. Support staff are given time to work with class teachers planning specific programmes of work.

All staff can access:

- The Snaith Primary School SEND Policy;
- A copy of the full SEND Register.
- Guidance on identification of SEND in the Code of Practice
- Information on individual pupils' special educational needs, including pupil profiles, targets set and copies of their provision map.
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities
- Information available through East Riding's SEND Local Offer

SEND SILVER FILES

Each child that is on the SEND register has a "Special Silver File" in their classroom. This ensures that every staff member can have complete and up-to-date information about pupils with special needs and their requirements which will enable them to provide for the individual needs of all pupils.

All work and intervention that takes place, inside school or with external agencies is recorded here. This file provides good evidence of all the additional work children do towards their targets as well as liaison with parents. All the child's Pupil Passports and Statements/Education, Health and Care Plans (if relevant) are stored here. Correspondence is also clearly dated and filed here.

As with all areas of our school we constantly review and evaluate progress.

The SENCO monitors the movement of children within the SEND system in school. The SENCO provides staff and governors with regular summaries of the impact of the policy on the practice of the school.

The SENCO is involved in supporting teachers involved in drawing up Pupil Passports for children. The SENCO and the Head teacher hold regular meetings to review the work of the school in this area. The SENCO and the named governor with responsibility for special needs also hold termly meetings.

The governing body reviews this policy annually and considers any amendments in the light of the annual review findings. The SENCO reports the outcome of the review to the full governing body.

Signed:

Date:

Date agreed by the Governing Body.....

This policy is revised annually.