

Special Educational Needs and Disability (SEND) Policy

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| Governor Committee | Teaching, Learning & Standards |
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This Special Educational Needs and Disability Policy has been written with regard to the Special Educational Needs and Disability Code of Practice (2014) which draws on the relevant legislation of the Children and Families Act (2014) and the Equality Act (2010).

INTRODUCTION

Shiple CE Primary is an inclusive school. This policy outlines how the school meets the needs of children with special educational needs or disability.

WHAT IS SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND)?

The Special Educational Needs and Disability (SEND) Code of Practice (2014) states that: A person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age this means 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. SEND Code of Practice (2014) - Introduction xiii and xiv

AIMS AND OBJECTIVES

We believe that all children are entitled to an education that is appropriate to their needs, encourages high standards and promotes the fulfilment of potential. In line with the SEND Code of Practice (2014) we aim to provide all children with the opportunity to:

- achieve their best
- become confident individuals and live fulfilling lives
- make a successful transition into adulthood

School staff work closely with children, parents and carers, governors and outside agencies to ensure that:

- there is access to a broad, balanced and differentiated curriculum
- all children are able to reach their full potential, with additional support where needed
- positive attitudes towards those children with special educational needs or disabilities are promoted and they are fully included and valued in the school community
- appropriate resources for children with special needs or disabilities are provided, adapting the physical environment as necessary (in line with the Equality Act 2010)

- children with special needs are able to participate in classroom activities without the learning of other children being disadvantaged
- the designated teacher (SENCo) oversees the quality of SEND provision
- parents/ carers are encouraged to work in partnership with school and outside agencies
- good communication exists within the school and between schools when children are transferring between settings

WHO IS RESPONSIBLE FOR CHILDREN WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES?

At Shipley CE Primary every teacher is a teacher of SEND pupils. Class teachers are responsible and accountable for the progress and development of the children in their class. In addition, the SENCo is responsible for overseeing SEND in the school. The key responsibilities of the SENCo, outlined in the SEND Code of Practice (2014) are:

- overseeing the day-to-day operation of the school's SEND policy
- co-ordinating provision for children with SEND
- advising on the graduated approach to providing SEND support
- advising on the deployment of the school's delegated budget and other resources to meet children's needs effectively
- liaising with parents of children with SEND
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies
- liaising with potential next providers of education to ensure a child and their parents are informed about options and a smooth transition is planned
- working with the school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensuring that the school keeps the records of all children with SEND up-to-date

IDENTIFYING CHILDREN WITH SPECIAL EDUCATIONAL NEEDS OR DISABILITIES

There is a clear process for identifying and responding to SEND. Class teachers, supported by the Senior Leadership Team, make regular assessments of children's progress. When monitoring children's progress, class teachers will be looking for children who have made less than expected progress given their age and individual circumstances. They will be looking to see if progress:

- is significantly slower than that of their peers 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

Children who have been identified as having special educational needs or disabilities and who are receiving SEND Support are placed on the school's SEND register. Children's SEND needs are categorized into the following four areas:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and/or Physical Needs

We recognise that if a child is not making sufficient progress, it does not automatically mean that the child has SEND. For example the following factors do not necessarily constitute SEND:

- English as an additional language (EAL)
- persistent disruptive or withdrawn behaviour
- being in receipt of a Pupil Premium Grant

Although a child may not have SEND, the school recognises that many children may need a little extra support at some point in their school life. Those children who access a group intervention but are not registered as having SEND are recorded as receiving Additional Needs rather than SEND Support. The school's system for recording children's level of support as either Additional Needs or SEND Support is in keeping with all the schools in The Weald locality.

A GRADUATED APPROACH TO SEND

If the school has concerns about the progress of a child, it will take action to remove barriers to learning and put effective special educational provision in place. The school adopts a graduated approach to this support. The child will be supported through different waves of provision. Wave 1 provision includes strategies that are available to all children. Wave 2 provision includes small group interventions whilst Wave 3 provision is individual targeted support. The three waves of provision are discussed in greater detail below.

Wave 1 Provision

If a class teacher has concerns about a child, the school's first response is to ensure that the child receives high quality teaching, targeted at the area of weakness. Wave 1 provision includes strategies like table top spelling lists, visual prompts or sensory equipment. Strategies are available to all children. After an agreed length of time, the child's progress will be reviewed. If the child is making progress, the child may continue to be monitored at Wave 1. However, the decision may be taken to put Wave 2 provision in place.

Wave 2 Provision

Wave 2 provision is when a child accesses a small group intervention that is in addition to the class teacher's standard planning. Examples of Wave 2 interventions include:

- Specific maths support
- Specific literacy support
- Handwriting programme

- Jump Ahead – gross and fine motor skills programme
- Social Skills group
- Language Skills group

If a child accesses a Wave 2 provision then the SENCo will add this to the school's Provision Map that measures impact and value for money. Children registered at SEND Support will also have an Individual Education Plan (IEP). An IEP will have approximately three targets which will be reviewed at least termly. (see appendix 1)

Some children also have a **Pupil Profile**. The Pupil Profile gives children the opportunity to share key information about themselves. Children are asked to write under the following headings:

- What people like and admire about me...
- What things are important to me...
- How I like to be supported...
- A wish for the future...

Pupil Profiles are updated to support any transition period.

Wave 3 Provision

Wave 3 provision is individual targeted support. The SENCo and class teacher may decide to put Wave 3 provision in place if a child fails to make progress through Wave 2 support.

Examples of Wave 3 interventions include:

- Individual Maths or Literacy support
- Precision Teaching – individual targeted work on reading & spelling
- Language skills support
- Therapy based support

Regardless of whether a child is accessing Wave 1, Wave 2 or Wave 3 provision, the support will take the form of a four-part cycle of Assess, Plan, Do and Review. This four-part cycle ensures that a child's progress is constantly monitored and ensures that the intervention in place is both relevant and effective.

Assess – The SENCo and class teacher carry out an analysis of the child's needs. This draws on the teacher's assessments, previous progress and attainment of the child, as well as the views of the child and parent.

Plan – The SENCo and class teacher agree in consultation with the parent and child the adjustments, interventions and support to be put in place, along with a clear date for review.

Do – Although the class teacher remains responsible for working with the child on a daily basis, the child may access Wave 1, Wave 2 or Wave 3 interventions. Interventions may be delivered by the SENCo, the class teacher or Teaching Assistants (TAs).

Review – The effectiveness of the support and interventions and their impact on the child's progress are reviewed and evaluated in line with the agreed date. The child and parent's views form part of this review. The SENCo and class teacher will revise the support in light of

the child's progress and development, deciding on any changes that need to be made to the provision.

INVOLVING THE SUPPORT OF OUTSIDE AGENCIES

Where a child continues to make less than expected progress, the school may decide to involve the support of outside agencies. These may include:

- Educational Psychologists
- Speech and Language Therapists
- Physiotherapists
- Occupational therapists
- Sensory Support Team
- Social Communication Team
- Advisory Teachers
- CAMHS
- School Nurse, GP or Child Development Centre
- Family Support Workers

The SENCo will fully involve parents in any decision to access outside agency support. Any advice received will be incorporated into the child's Individual Education Plan (IEP).

REQUESTING AN EDUCATION, HEALTH AND CARE PLAN (EHCP)

We constantly monitor the effectiveness of SEND provision. However, if a child continues to make less than expected progress, the school, in collaboration with parents and an Educational Psychologist, may decide to request an Education, Health and Care needs assessment. An EHCP assessment will allow the local authority the chance to assess whether it needs to make provision for a child through an EHCP. During this assessment the school, child, parents and outside agencies need to submit up-to-date assessments and reports to support the application. If the local authority decide to grant an EHCP, the school, child, parents and outside agencies will continue to work closely together, to monitor the child's progress following the Assess, Plan, Do and Review cycle. Further information on requesting an EHC needs assessment can be obtained through the school's SENCo or through the West Sussex Local Offer or West Sussex Information Advice & Support Service

TRAINING AND RESOURCES

ShipleY CE Primary is a member of The Weald Alliance SEND Hub. The SENCo meets with other SENCos in the locality each half term. Through these meetings the SENCo accesses the skills and advice of other SENCos as well as training opportunities from outside agencies. Through membership to The Weald Alliance SEND Hub, the SENCo, class teachers and TAs can also access training from various outside agencies. The SEND Hub also monitors the needs of parents and organises workshops within the locality. All staff at ShipleY CE Primary have received training on how to support children with dyslexic difficulties. Through membership to The Weald Alliance SEND Hub the school is also able to access some locality

owned resources to support children with SEND. These resources supplement the school's own resources which are located in classrooms throughout the school.

ACCESSIBILITY

The mobile classrooms, library and outside grounds are all accessible for wheelchair users. Access through to the main building requires a small amount of assistance. The school is installing a ground floor kitchen for use by parents and children.

THE GOVERNING BODY

The governing body challenges the school and its members to secure necessary provision for any child identified as having special educational needs or disability. They ask probing questions to guarantee that all teachers are aware of the importance of providing for these children and ensure that funds and resources are used effectively. The SENCo liaises regularly with the SEND Governor. The governing body in co-production with the SENCo produces an annual SEND Information Report. The governing body and SENCo also update the school's Local Offer annually. Both of these documents can be found on the school's website or are available from the school office.

ADMISSION

Shiple CE Primary is an inclusive school and children with SEND are admitted to the school in line with the school's agreed admission policy. The school will endeavour to make reasonable adjustments to accommodate a pupil with SEND.

DEALING WITH COMPLAINTS

The school aims to work in partnership with parents to ensure a collaborative approach to meeting children's needs. All complaints are heard through the school's complaints policy and procedure.

REVIEWING THE POLICY

The Special Educational Needs and Disability (SEND) Policy will be reviewed annually.

Date Completed – October 2018

SENCo – Jen Harvey

SEND Governor – Lucy West

Appendix 1 Individual Education Plan (IEP)

WEST SUSSEX LEA – KEY ROUTES INDIVIDUAL EDUCATIONAL PLAN

Pupil: N.C.Year Group: Class Teacher: SENCO: Jen Harvey Date:

| TARGETS  | ACTIONS  | SUCCESS CRITERIA  | REVIEW COMMENTS |
|---|---|--|------------------------|
| | | | Date of review: |
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