



Special Educational Needs and Disabilities Policy

Policy Owner: Angela Winch

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School: Drapers' Brookside Infant and Junior School

Introduction

All children are entitled to an education that enables them to:

- *achieve the best possible educational and other outcomes, and*
- *become confident young children with a growing ability to communicate their own views and be ready to make the transition into compulsory education.*

SEND Code of Practice January 2015

The Drapers' Multi-Academy Trust believes that catering for pupils with special educational needs and disabilities is a core part of its responsibilities to the local community, as well as being a legal obligation. To this end, it will do its best to ensure that:

- All staff are aware of the importance of identifying and providing for pupils who have special educational needs and those who have disabilities.
- The necessary provision is made available to any pupil identified as having special educational needs or some form of disability (SEND)
- The needs of any such pupil are known to all who are likely to work with or teach him or her

Scope

This policy applies to all staff and pupils of the Drapers' Multi-Academy Trust (MAT). It also applies to parents and carers of pupils at schools within the MAT, who formally confirm that they will abide by our policies when their children join our schools.

Each school within the MAT must ensure that the contents of this policy are communicated to all staff. This communication must be evidenced in writing and refreshed on an annual basis. All parents must formally accept this policy when their children join a MAT school and this acceptance must be evidenced in writing through the Home-School Agreement.

Each school within the MAT must publish this policy on its website.

Aims

Our SEND policy and information report aims to:

- Set out how our school will identify pupils with special educational needs and disability (SEND)
- How our school will support and make provision for pupils with special educational needs and disability (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

Three principles for Inclusion:

1. Setting suitable learning challenges

We aim to give every pupil the opportunity to experience success in learning and to achieve as high a standard as possible

2. Responding to pupils diverse learning needs

We take into account the different backgrounds, experiences, interests and strengths that influence the way in which pupils learn when we plan our approaches to teaching and learning.

3. Overcoming potential barriers to learning and assessment for individuals and groups of pupils

We recognise that a minority of pupils will have particular needs that will create barriers to learning which we will minimize through special arrangements.

Legislation and Guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) 2015 and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the SEN information report

Definitions

A pupil has SEN if they have a learning difficulty or disability, which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

Roles and Responsibilities

The SENCO

The SENCO is Mrs Rosemary Kelly

They will:

- Work with the Principal and SEN Governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the Principal and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

The SEN Governor

The SEN Governor will:

- Help to raise awareness of SEN issues at local governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the Principal and SENCO to determine the strategic development of the SEN policy and provision in the school

The Principal

The principal will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

Class Teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to identify and review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

Admissions

All children that have an EHC Plan will be given priority for admissions. Children that are disabled will be admitted on an equal basis with others, according to the criteria set out in the Admissions Policy.

The school aims to meet the needs of any pupil whom the parent wishes to register at the school as long as a place is available and the admission criteria are fulfilled. This includes pupils with disabilities who we anticipate might attend. The currently agreed admissions policy of the Governors makes no distinction with regard to pupils who have SEN. No pupil can be refused admission solely on the grounds that s/he has SEN except where the pupil is the subject of an Education, Health and Care Plan under the Children and Families Act 2014 and the Local Authority has indicated that the provision required is incompatible with that available at our school.

Where a pupil due for admission is known to have special educational needs the SENCO will gather appropriate information from any school the pupil has been attending and from other agencies known to have been involved. The donating school is responsible for providing this information.

Special Facilities

The school's Accessibility Plan sets out how it meets the needs for disabled pupils and wheelchair users, e.g. Where there are special ramps, toilet facilities, signage etc.

The Action Plan shows how the school will improve access to the whole school's curriculum and physical environment. This includes the consideration of "auxiliary" aids which enable pupils with a disability to access the curriculum.

The school has provision and expertise to address the needs of children with speech and language difficulties.

Resources

When the local governing body approves the school's budget, consideration will be given to the resources allocated to meeting special educational needs.

The Principal, in conjunction with the SENCO, will manage the allocated funds and will ensure that the best use is made of these resources through provision mapping. It is now a mandatory requirement that schools fund up to the first £6,000 of any SEN support required by a young person.

Stages of Intervention and Provision

The school has involved staff in discussion about the details of a graduated response to the Code of Practice.

Access to the school's broad and balanced curriculum is achieved for pupils by differentiation of work by teachers through Quality First Wave One teaching. Pupils falling just below national expectations will usually benefit from Wave Two catch-up programmes. Some of these pupils will have a 'Learner profile' which will be set up in consultation with parents. When a pupil is consistently and significantly falling behind normal expectations, Wave Three interventions will be implemented (SEN Support)

SEN Support

This follows an ASSESS, PLAN, DO, REVIEW model of graduated intervention.

- 1) An important feature of SEN Support is the collection of all known information about the pupil and that those in regular daily contact with the pupil should attempt to deal with the concerns raised. When a teacher, member of the pastoral team or SENCo identifies a pupil with special educational needs they will provide interventions ADDITIONAL TO or DIFFERENT FROM those provided as part of the school's usual differentiated curriculum offer. Consideration will be given when setting homework that it is also differentiated according to the pupil's speed of working.
- 2) The triggers for intervention will be concerns about the individual pupil who, despite receiving differentiated learning opportunities;
 - makes little or no progress
 - shows signs of difficulty in developing literacy and numeracy skills that result in significantly poor attainment in line with Borough Guidance
 - has persistent emotional difficulties which continue despite management techniques generally used in the school
 - has significant sensory or physical problems that impact on their ability to learn
 - has communication and/or relationship difficulties which continue despite differentiated approaches to the curriculum
- 3) The parents/carers of the pupil will be informed as soon as concerns emerge and will be consulted with by appropriate staff, and the views of the pupil sought.
- 4) All information about the pupil from within the school, together with any additional information from the parents will be considered.

- 5) The SENCo will undertake further assessment of the pupil as appropriate and may use outside specialists to enhance the provision being made.
- 6) The SENCo will facilitate the collection of all available information about the pupil. Information will be collected from;
 - Within the school, using pastoral systems and identified staff working with in Year groups
 - Progress tracking information
 - Parents/carers and the pupil
- 7) The SENCo will take the lead in planning future support for the pupil, monitoring and reviewing the action taken.
- 8) The pupil's teacher will be responsible for working with the pupil on a daily basis and for planning and delivering an individualised programme.
- 9) The SENCo will co-ordinate the planning of an Individual Plan (IP) and set targets in discussion with appropriate staff, the child and parents.
- 10) All staff will be involved in providing further help to pupils.
- 11) The IP will be discussed with the pupil and parents.
- 12) The IP will be reviewed on a termly basis.
- 13) The pupil and parents will take part in the review process and will be involved in setting further targets. Subsequent IPs will reflect strategies to meet their needs and show a graduated response to those needs
- 14) A request for additional advice from external services may be made at this stage. It is anticipated the decision to seek further advice will be taken by the SENCo in consultation with teaching staff, parents and pupil.
- 15) Specialist assessment arrangements may need to be made and the Child & Community Psychology Service involved at this time.
- 16) Progress may be such that the pupil is no longer giving cause for concern and can revert to being subject to the usual differentiated curriculum available to all pupils
- 17) If the pupil or young person:
 - continues to make little or no progress in specific areas over a long period of time
 - continues working at National Curriculum levels substantially below that expected of pupils of a similar age
 - continues to have difficulty in developing literacy and numeracy skills
 - has emotional difficulties, which substantially and regularly interfere with their learning, or that of the class, despite having an individualised management programme

- has sensory and/ or physical needs, and requires additional specialist equipment, and/or regular advisory visits from an outside agency
- has ongoing communication or relationship difficulties, which impedes social development and acts as a barrier to learning
- is receiving at least £6000 of support and any pupil premium to which they are entitled

then a statutory assessment may be sought from the Local Authority

School Request for a Statutory Assessment

The SENCo will again take a leading role and will provide information including:

- the school's action through Assess, Plan, Do, Review cycles
- individual progress plans for the pupil
- records of regular reviews for at least a twelve month period
- an individual provision map
- the pupil's health, including a medical history where relevant
- tracking of progress in National Curriculum levels
- attainments in literacy and numeracy
- educational assessments from an advisory specialist support teacher or educational psychologist
- views of the parent and child
- involvement of other professionals
- involvement of the social services or education welfare services
- pupil attendance details
- recent hearing and vision checks

Where there is agreement to proceed, the LA will take the lead in assessing and determining the provision that must be made to meet the pupil's special educational needs. The school's role here is to continue to support the pupil and this remains the case if the LA decides not to draw up an Education, Health and Care Plan following an assessment.

Education, Health and Care Plan

If the LA does draw up an Education, Health and Care Plan then the school's role is as follows:

- 1) The SENCo will implement the recommendations
- 2) Short-term targets will be set and reviewed at least three times a year. The strategies to meet those targets will record only that which is ADDITIONAL TO or DIFFERENT FROM the differentiated curriculum.

- 3) Progress will be formally reviewed by holding an annual review meeting and regular termly reviews .
- 4) The SENCo will seek;
 - written advice from parents and professionals
 - ascertain the views of the pupil
 - convene the review meeting
 - prepare a review report for the LA
- 5) Those to be invited at least two weeks before the meeting are;
 - the pupil's parent/carer
 - relevant teacher/s and TA/s
 - representative of the LA (where required)
 - the pupil
 - where appropriate representatives of health and social services, other professionals closely involved and, in the year of transfer to the junior school staff involved in this setting.
- 6) The review report will be copied to parents, LA and other relevant professionals no later than 10 days after the meeting or at the end of term, whichever is the earliest.

The Spring Review in Year Two

The Spring term review in Year Two should suggest amendments to the pupil's Education, Health and Care Plan if required. It should also ensure things are in place for the transfer to the junior school in September of that year.

INCLUSION

We are fully committed to the principle of inclusion and the good practice which makes it possible. Our policy, as set out in this document, will enable pupils with SEND to be an integral part of our school community.

Regardless of the stage pupils have reached, all pupils will be given equality of access to the full range of activities the school has to offer where possible. This will be achieved by careful consideration of the needs of each pupil and by either modifying activities or by providing support that will help the pupil to participate in them. Pupils will only be withdrawn when:

- 1) They will benefit from some intensive individual work on a cross curricular skill
- 2) It is clearly inappropriate, or medical advice indicates that it is unsafe for the pupil to participate and some alternative has been arranged.

INVOLVING PUPILS AND PARENTS/CARERS

The views of parents will be sought at all stages of identification, assessment and provision. The views of the pupil will be ascertained and the pupil will be directly involved in the process where appropriate. All communication involving decisions about a pupil will be recorded and dated. Letters to parents regarding decisions about their child will have a section to be signed and returned.

Staff will try to get to know the parents of pupils with SEND and will encourage them to work with the school in helping their child. Parents and teachers can, by working together, build up a more complete picture of a pupil and his/her needs. We intend that parents will feel able to ask about our provision and express their concerns to us. In return we will seek their help regarding work that they can do with their child at home.

Records will be kept of all who are parents and/or have parental responsibility for each pupil. When this involves adults in more than one household we will deal directly with the parent who has day to day responsibility for the pupil. We will seek to involve all parents and those who have parental responsibility in decisions about their child or young person, while appreciating sensitivities that may arise.

PARENT PARTNERSHIP SERVICES

The LA has made arrangements to provide impartial information and advice on SEN matters to the parents/carers of pupils with special educational needs and disabilities. The overall aim of the service is to empower parents to play an active and informed role in their child's education. They provide a range of useful information booklets, which are available in school or directly from the service on their website www.havering.gov.uk/pips. Parents will be informed of the availability of this service, which includes access to an independent parent supporter. In Havering this is done through the Parent Partnership Co-ordinator. Details of the service and contact information is available from the Parent Partnership Service.

LEAVING SCHOOL

When a pupil leaves the school, the SENCo will forward relevant information about the pupil's needs to the next placement. Where a pupil is moving to another local school or college this will be achieved, wherever possible, by inviting a representative to the last review meeting that is held under the staged procedures described above.

WORKING WITH OUTSIDE AGENCIES

The SENCo will oversee and liaise with Health Services, Social Care and other relevant professionals working with pupils in the school. Health Care planning will follow the protocol agreed by Health and Education. The Head Teacher, or nominated person, will ensure that staff have relevant training and there are procedures in place to support pupils.

COMPLAINTS

Our School Brochure contains the following passage:

"If you have any complaint about the special educational provision we make for your pupil please speak to the SENCo, Principal or to a member of the local governing body. If you speak to a governor s/he will, in the first instance, refer the matter to the Principal. The Principal will investigate and will contact you within five school days. If she has not resolved the matter to your satisfaction it will be referred to the **local governing body** who will consider the complaint at their next meeting and will contact you within five school days from the date of that meeting."

MONITORING AND EVALUATION

The Governors ensure that SEND provision is an integral part of the school development plan and will evaluate the effectiveness and success of this policy in the light of the policy objectives detailed under the heading "Guiding Principles". In order to achieve this, Governors will monitor:

- The standards and progress made by pupils with special educational needs and disabilities.
- The number of pupils at SEN Support and those with Education, Health and Care Plans in each year group.
- The movement of pupils on SEN Support and Education, Health and Care Plans across the categories as recorded on the school's provision map.
- The level and pattern of help provided at each stage (i.e. average time allocated and the balance of in-class and withdrawal help) as evidenced in the provision map.
- Case examples selected from all stages of pupils with special educational needs especially those who are Children in Care.
- The views of parents expressed on stage forms and any complaints received.
- The extent to which pupils' views are reflected on IP forms.
- Details of visits by specialist teachers, educational psychologists and other agencies.
- Staff views on in-service training opportunities and the training opportunities available.

Monitoring Arrangements

The school will publish an annual report on SEND on its website containing the information required by the Special Educational Needs (Information) Regulations 2014. This will include the school's Local Offer. Information on the Local Authority's Local Offer can be found at www.haverling.gov.uk/directory

This policy and information report will be reviewed by the policy holder **every year**. It will also be updated if any changes to the information are made during the year. It will be approved by the local governing board.

Links with other policies and documents

This policy links to our policies on:

- Accessibility Plan
- Behaviour
- Equality information and objectives
- Supporting pupils with medical conditions