

Athelstan Community Primary School

Reviewed & Updated – April 2017
SENDCO – Mrs. K Barton
SEND Governor – Mr. W Martin
To be reviewed April 2018

Special Educational Needs and Disabilities (SEND) Policy

This policy is in line with the final draft Code of Practice which was ratified by Parliament for use from September 2014 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE (February 2013)
- Statutory Guidance on Supporting Pupils at School with Medical Conditions (2014)
- The Early Years Foundation Stage (2014) .

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. (6.1 final draft CoP)

Definition of Special Educational Needs (SEND)

The legal definition of Special Educational Needs is defined in both the 1996 Education Act and Children's and Families Act 2014, Section 20 as follows:

"Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them."

"A child has a learning difficulty if he or she:

- has significantly greater difficulty in learning than the majority of children of the same age;
- has a disability which either prevents or hinders him or her from making full use of the educational facilities available within the school;
- is under school age and falls within the definition above or would do so if special educational provision was not made for the child

A child is not regarded as having learning difficulties solely because the language of the home is different from the language in which he/she will be taught."

Special educational provision means

"For children aged two or more, 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, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers."

See pg: 16 xv 2015 SEND Code of Practice

Rationale

Athelstan Primary School strives to provide a happy, secure and inclusive environment in which all children thrive. At the heart of our school is a continuous cycle of planning, teaching and assessment, which takes account of the wide range of abilities of all children. We are committed to ensuring that all children receive a broad and balanced curriculum that is relevant to their needs, abilities and wherever possible meets the needs of the Early Years Foundation Curriculum and the National Curriculum. Provision for children with Special Educational Needs and Disabilities is a matter for the school as a whole. All staff are responsible for helping to meet an individual's SEND and for following the school's procedures for identifying, assessing and making provision to meet those needs.

Aims

We believe in providing every possible opportunity to develop the full potential of all children. All children will have the right to a broad and balanced curriculum including extra-curricular activities. All children are valued and their self-esteem promoted. We work in close partnership with parents/carers who play an active and valued role in their child's education.

The principles of our school are to:

- Provide a relevant broad based curriculum within a caring environment in which all pupils can develop and grow towards their full potential regardless of ability.
- Provide for and support the children with special needs to follow the whole school curriculum and to achieve success and progress according to their potential.

Providing Inclusive Access to the National Curriculum

Pupils with SEND are entitled to:

- Be set suitable learning challenges / targets.
- Have action taken to respond to their diverse learning needs.
- Provision to help overcome potential barriers to learning and assessment for individuals and groups of children.

Objectives

The objectives of our policy are:

- The school's assessment arrangements ensure that pupil's special needs are identified as soon as possible
- Assessment data is used to inform decision making

- To plan an effective curriculum to meet the needs of children with special educational needs and ensure that the targets set on Individual Provision Maps are specific, measurable, achievable, realistic and time related;
- To involve children and parents in the identification and review of the targets identified in their Provision Maps;
- To ensure that all who are involved with children are aware of the procedures for identifying their needs, supporting and teaching them.
- To work in close partnership, where appropriate, with outside agencies to support the needs and provision for children who have special educational needs.
- Pupils with special needs are given full and equal access to a broad and balanced curriculum
- Appropriate resources are allocated to ensure that the needs of pupils are appropriately met
- Use is made of teachers, other professionals, facilities and resources from within the school and outside whenever appropriate
- All children grow in their confidence and independence and self-reliance to become confident and capable learners

Roles and responsibilities

Governor's Role

The Governors of this school would wish to ensure that:

- The SEND policy is in place in line with the requirements of the Code of Practice
- Access to the policy is readily available to all staff including supply staff
- The policy is clearly articulated and consistently applied
- That SEND records are maintained by all staff and kept up to date
- The Governing Body will receive details regarding the success of the SEND policy and any changes
- The policy is available to parents in a parent friendly format

The Governor with special responsibility for monitoring this is Mr Will Martin; he can be contacted through the school office.

SENDCO's role

Currently the SENDCO is Mrs Kathy Barton who is responsible for co-ordinating the provision of special educational needs throughout the school.

This will involve:

- Carrying out analysis and assessment of the pupils' needs
- Monitoring the quality of teaching and standards of pupil achievement through whole school pupil tracking
- Setting targets for improvement in the form of an action plan.
- Working with class teachers to ensure that provision is matched to the needs of the children through SMART IEP's and a provision map.
- Overseeing and updating the records of children with special educational needs
- Developing and maintaining positive and constructive relationships with parents
- Keeping the Headteacher and Governing Body informed of developments as and when necessary and at least annually
- Maintaining a record of INSET related to special needs. Contributing to and, where necessary, leading the in-service training of staff;
- Keeping up to date with new developments by attending courses provided by the Local Authority and other organisations
- Disseminating information to relevant staff
- Co-ordinating the deployment of TAs supporting pupils with SEND
- Overseeing and maintaining specific resources for special educational needs;
- Liaising with outside agencies;

Class teacher's role

Class teacher's responsibilities include:

- Identifying pupils who make little or no progress in spite of differentiated learning opportunities being provided
- Working with the SENDCo and parents in collecting and recording information about the pupil in determining the action to be taken
- Planning and delivering appropriate PM's
- Recording on the PM that which is different to or additional from the differentiated learning opportunities provided
- Accepting TAs as team members in the classroom
- Involving pupils at an appropriate level in planning for their own learning
- Accepting and valuing the contribution of parents in their child's learning and identifying the best way of involving parents in working with the school.
- Maintaining up to date assessments on the progress of children with special needs and report these to the SENDCo regularly.

Teaching Assistant's role

Teaching assistants are responsible for:

- Directly supporting individuals or small groups of pupils
- Contributing to the implementation of PMs
- Contributing to the development of resources for pupils with SEND
- Attending meetings as directed by the SENDCo or headteacher

- Reporting on the progress of pupils with whom they are working either in writing or orally to the class teacher
- Meeting with the class teacher to discuss pupil progress and future action

Arrangements for co-ordinating provision for children with SEND

The needs of the majority of children will be met in the classroom. Teachers are expected to make every effort to ensure that children with special educational needs and disabilities are fully involved in the life of the class. For some children it will be necessary for them to spend some time in small group work or being withdrawn from the classroom for specific, timed activities related to the needs identified in their Individual Provision Maps. This may be delivered by the teacher, teaching assistant or SENDCO and will complement classroom work so that the skills, knowledge and understanding will be transferred to the classroom. The class teacher in conjunction with the SENDCO will oversee this provision to ensure it meets the objectives of this policy.

2, 3, 4 and 5 year olds with SEND

(Raindrops 2 year olds, Puddles 3 and 4 year olds and Sunshine's 5 year olds.)

We are aware that early identification and support is critical to ensure improved outcomes and so we begin the process of identifying the needs of all children on a home visit before they start Nursery; Mrs Hutton, (Deputy Head, EYFS lead), staff and parents can discuss any concerns they may have and ask any questions. We monitor progress by close observation and assessment against levels of development typical for their age. Some children may require help throughout their time in school, while others may need a little extra support for a short period to help them overcome more temporary needs. When identifying a child's needs we particularly consider their development in the Prime Areas of Learning; Personal, Social and Emotional, Communication and Language and Physical Development. We also consider the 4 Areas of Need and Support identified in the SEND Code of Practice (2014):

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/ or physical needs

We consider the needs of the whole child, not just their SEND.

Admission arrangements

Normal admission arrangements apply. The admissions policy is based on the agreed North Yorkshire policy. We strive to be a fully inclusive school. All children will be treated according to their needs in line with the school's policy for equality of opportunity. No child will be denied admission because of his or her creed, race, physical ability or academic attainment. Where a child has a particular need e.g. wheelchair access the governors will make reasonable adjustments to ensure the child's needs are fully met. If a child is transferring into the school with a statement, EHCP, or has been receiving extra support from LEA centrally funded resources in their previous school, the continuation of this support will be negotiated with the appropriate member of the LEA to ensure that their needs can be met.

Any variation to the above will need to be agreed by the full governing body.

Specialist facilities

There are no specialist facilities or special unit in the school. There are currently no teachers with specialist knowledge of special educational needs.

Resources

Most of the resources used by children having special educational needs are available within the classroom or in the room that the ATA/GTA's carry out their interventions. Money will be spent on additional resources, staffing costs and time allocated to the SENDCO to manage the support for special educational needs and meet the objectives of this policy. Any requests for further additional resources should be made to the SENDCO. The SENDCO will detail plans for how the budget will be spent in the annual action plan.

Identification and assessment arrangements and review procedures

The school follows the guidance contained in the Special Educational Needs and Disabilities Code of Practice (2014). This recommends a graduated approach.

The Code does not assume that there are hard and fast categories of special educational need or disabilities, but recognises that children's needs and requirements may fall within or across four broad areas. These are: -

- ❖ Communication and Interaction;
- ❖ Cognition and Learning;
- ❖ Behavioural, emotional and social development;
- ❖ Sensory and/or physical.

Where possible we will try to meet every child's needs within the classroom through ensuring that our planning, teaching and approaches meet the needs of the majority of the children in our school (Quality First Teaching – Wave 1 and 'catch up' programmes – Wave 2). However, where through careful identification and assessment we and/or the parents/carers determine that a child is not making adequate progress, the class teacher will consult the SENDCO. They, in conjunction with the child and parents/carers, will review the strategies and approaches that are currently being used and the way these might be developed. Where this review leads to the conclusion that the child needs further intervention support over and above that which is normally available within the class or school we will help the child through Wave 3 support.

Interventions

Following a review of the strategies it may be necessary to make provision which is additional to, or different from, that which is already provided. It may be that the child: -

- Makes little or no progress even when teaching approaches are targeted to their particular needs;
- Shows signs of difficulty in developing skills in literacy or mathematics;
- Shows persistent social, emotional or behavioural difficulties, which are not addressed through the behaviour and discipline approaches, used in school; - See Behaviour Policy and PSHCE Policy
- Has physical or sensory problems and despite specialist equipment being provided still makes little or no progress;
- Has communication and/or interaction difficulties which lead to them making little or no progress.
- Has a specific learning difficulty e.g. dyslexia.
- Has Speech and Language difficulties

We will seek additional information from the parents/carers, and in some cases, outside agencies, who may be involved with the child. When we have all the available information we will consider with the parents and the child the next strategy for action. This will involve negotiating and discussing a Provision Map with the child, parents, teacher and SENDCO.

An Individual My Support Plan will provide for: -

- The child's strengths and weaknesses
- The date the Support Plan is written
- The names of staff and/or outside agencies involved with the targets
- Short-term targets;
- The teaching strategies;
- What provision we will make;
- When we will monitor and review the plan;
- How we will judge progress (success criteria) including the exit criteria;
- Any outcomes after a review; and
- The signature and comment from both the child and parent

All Support Plans are reviewed at least three times a year and targets are discussed at Parents' Evenings and/or individual appointments.

Statutory Assessment

Where, despite our best endeavours, a child continues to demonstrate significant cause for concern and shows little or no progress over a period of time or they require significant additional provision to achieve progress, a request for an Educational Health Plan will be submitted to the LEA by the SENDCO, in consultation with parents and external agencies. If the LEA considers that the evidence presented suggests the child's difficulties have not responded to the relevant and purposeful measures put in place, an Educational Health Care Plan may be agreed. Where a child has an Educational Health Care Plan we will carry out an annual review which parents, the child, external agencies, SENDCO and the class teacher, will be invited to attend. The school will follow instructions outlined in the Educational Health care Plan that a child has.

Partnership with parents/carers/children

We believe that parents/carers are important partners in the effective working relationship with the school in raising their child's attainment. We ensure they are fully involved in the SEND identification, assessment, target setting and decision-making process in the school. Parents'/carers' contribution to their child's education is valued highly by the staff of the school. Parents/carers are encouraged to involve their child in the decision-making processes, including recording children's views and implementing and reviewing the Individual Provision Maps and Educational Health Care Plans. The school will also update parents/carers with relevant information.

We show sensitivity, honesty and mutual respect in encouraging children to share concerns, discuss strategies and see themselves as equal partners in the school. All children are involved in making decisions, where possible, as soon as they start at the school. The ways in which we encourage them to participate reflects their emerging maturity. Confident young children, who know that their opinions will be valued and who can practise making choices, will be more secure and effective children during their school years. In this school, we encourage children to participate in their learning. We encourage them to have a voice through the school council. We encourage them to take ownership of their learning targets by discussing their targets and what they can do to improve. For children with SEND this includes discussing the strategies for success in their Individual Provision Maps or Educational Health care Plans. We encourage them to take part in reviewing their progress and in setting new goals and challenges.

Parents will:

- Have access to the school's SEND Policy in an appropriate format and will be provided with information about their child's entitlement within the SEND framework
- Be informed where there is a concern about their child's needs and be encouraged to contribute to the assessment of their needs
- Be fully involved in decision making, developing IPM's and setting targets
- Be supported in understanding the roles of other professionals
- Be invited to review the progress of their child
- Be informed about the Parent Partnership Service (SENDIASS) and have an opportunity to work with the Parent Support Advisor if necessary.

Staff Development

The SENDCO and when necessary external agencies will support staff in development and training. Through the monitoring and evaluating of our provision the SENDCO, with the headteacher, will identify any particular professional development needs of the staff. This will, where appropriate, be linked closely to the school's improvement plan. Staff who attend further courses will feedback on courses attended through staff meetings or department/faculty meetings. The effectiveness of such training will be monitored and evaluated by the SENDCO.

Staff are informed and involved in special needs through:

- Staff meetings
- Directed time given to discuss SEND issues with other staff/SENDCo
- INSET by SENDCO, colleagues from Inclusion Services or other external agencies as appropriate
- Purchase of relevant journals and publications
- Staff training will support the development of the skills of all teachers and teaching assistants in meeting the needs of pupils with special educational needs.

Criteria for evaluating the success of our policy

The policy will be evaluated against the objectives stated on page one by:

- Teachers' planning ensures that a differentiated approach is taken and that the learning objectives in Individual Provision Maps are identified and reflected in planning.
- Children have SEND identified quickly through the use of assessment, and parental discussions.
- Pupil progress and achievement is tracked using assessments, data mapping grids and the school provision map.
- Parents/carers are aware of targets set for children by discussing and receiving copies of Individual Provision Maps for their child;
- Children are involved in discussing, constructing and reviewing their own Individual Provision Maps;
- Individual Support Plan targets are monitored to ensure that progress is made through specific, measurable, achievable, realistic, time-bound targets (SMART);
- The School Improvement Plan priorities include the provision for SEND;
- Undertaking a value for money review of Special Educational Needs and Disabilities funding;
- Any external evaluation or inspection.
- Approximately 90 % of SEN children identified reach or exceed their end of year expectations.
- That everyone knows about the policy and is using it
- That provision is matched to pupils' needs
- That there are close links with the Inclusion Services and other external support services when necessary.

Links and Use of outside agencies

Close links are maintained with the LEA support services in order to ensure that the school makes appropriate provision for children with special educational needs. Where it is necessary to contact outside agencies, the SENDCO will make the necessary arrangements and discuss with parents/carers accordingly. These agencies normally include the Educational Psychologist, Local Education Team including learning support team, Physical and Sensory Impairment Support Service team, Speech Therapists, Inclusion team, Social Services, Health and LEA personnel. Any or all of these agencies may be involved in the construction, delivery or review of targets set in children's Individual Provision Maps or Educational Health Care Plans in order to ensure children's attainment is raised.

Induction and Transition

As a school we ensure a smooth transfer on school entry through liaison and visits to a variety of schools and settings. Children are invited to visit us for induction visits and if necessary the school liaises with other agencies at this stage. Children with SEND who transfer from other schools are supported through their induction to the school by the class teacher and the SENDCO. Athelstan School supports pupil's transition from Year 6 to Year 7. The Headteacher, SENDCO and class teacher supports the pupils with their transition to Year 7 through liaison meetings with the school and a transition programme if this is necessary.

Complaints procedure

If parents/carers have a complaint concerning provision for their child they should discuss this with the class teacher. If this proves unsuccessful the matter should be referred to the SENDCO and/or Headteacher. Should the matter still be unresolved the parents/carers should contact the 'responsible person' on the governing body. If the complaint remains unresolved the Chair of Governors should be involved and finally the complaint should be taken to the LEA and/or Secretary of State.

Signed..... (Headteacher)

Agreed by the governing body Date

Signed (Chair of Governors)