

## Icknield Walk First School

### Special Educational Needs & Disability Policy



#### Purpose

This school believes that each pupil has individual and unique needs. However, some pupils require more support than others. We acknowledge that a significant proportion of pupils will have special educational needs or a disability (SEND) at some time in their school career. Many of these pupils 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. If these pupils are to achieve their full potential, we must recognise this and plan accordingly. This school aims to provide all pupils with strategies for dealing with their needs in a supportive environment, and to give them meaningful access to curriculum. As part of a quality first teaching approach children in school will have appropriate and effective learning experiences in class, and may from time to time benefit from interventions in specific areas. This would not necessarily mean that the child has been identified as having a special need or being placed on the special needs register, but it may be a first step towards this.

#### In particular, we aim to:

- enable every pupil to experience success
- promote individual confidence and a positive attitude
- ensure that all pupils, whatever their special educational needs, receive appropriate educational provision through a broad and balanced curriculum that is relevant and differentiated, and that demonstrates coherence and progression in learning
- give pupils with SEND equal opportunities to take part in all aspects of the school's provision, as far as is appropriate
- ensure that children with SEND have opportunities to receive and make known information, to express an opinion, and have that opinion taken into account in any matters affecting them
- identify, assess, plan and regularly review pupils' progress and needs
- involve parents/carers in planning and supporting at all stages of their children's development
- work collaboratively with parents/carers, other professionals and support services
- ensure that the responsibility held by all staff and governors for SEND is implemented and maintained.
- work in accordance with the legislation from the SEND Code of Practice (2015)

#### Relationship to other policies

This policy should be read in conjunction with the policies on teaching and learning, the school curriculum, equality, assessment, recording and reporting, supporting children with medical needs. The accessibility plan is an integral part of this policy.

The SEND policy is intrinsically linked to our Schools Offer (SEND Information Report) and SEN & Disability Provision List.

#### 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. (Please see school's Admissions Policy).

### **Roles and responsibilities of headteacher, other staff, governors**

Provision for children with special educational needs is a matter for the school as a whole. It is each teacher's responsibility to provide for pupils with SEND in his/her class, and to be aware that these needs may be present in different learning situations. All classroom staff are responsible for helping to meet an individual's special educational needs and for following the school's procedures for identifying, assessing and making provision to meet those needs. The governing body, in co-operation with the headteacher, has a legal responsibility for determining the policy and provision for pupils with SEND. It maintains a general overview and has appointed a representative governor (the SEND governor), who takes particular interest in this aspect of the school.

#### **The headteacher has responsibility for:**

- the management of all aspects of the school's work, including provision for pupils with SEND
- keeping the governing body informed about SEND issues
- working closely with the SEND personnel within the school
  - ensuring that the implementation of this policy and the effects of inclusion policies on the school as a whole are monitored and reported to governors

#### **The governing body will ensure that:**

- SEND provision is an integral part of the school improvement plan
- the necessary provision is made for any pupil with SEND
- all staff are aware of the need to identify and provide for pupils with SEND
- pupils with SEND join in school activities alongside other pupils, as far as is reasonably practical and compatible with their needs and the efficient education of other pupils
- they have regard to the requirements of the SEND Code of Practice (2014)
- parents/carers are notified if the school decides to make special educational provision for their child
- they are fully informed about SEND issues, so that they can play a major part in school self-review
- they set up appropriate staffing and funding arrangements, and oversee the school's work for pupils with SEND
- the quality of SEND provision is regularly monitored
- they are involved in the development and monitoring of this policy

#### **The special educational needs co-ordinator (SENCo) is responsible for:**

- overseeing the day-to-day operation of this policy
- ensuring that an agreed, consistent approach is adopted
- liaising with and advising other staff
- helping staff to identify pupils with SEND
- carrying out detailed assessments and observations of pupils with specific learning problems
- having an overview of the provision for pupils with SEND
- supporting class teachers in devising strategies for pupils
- monitoring class teachers' production of class and individual Provision Maps.
- supporting staff where necessary to write measurable and appropriate targets as part of the Assess, Plan, Do, Review process (APDR)
- supporting teachers to liaise with parents/ carers of pupils with SEND, so that they are aware of the strategies that are being used and are involved as partners in the process

- liaising with the Emotional Well-Being mentor
- liaising with outside agencies, arranging meetings, and providing a link between these agencies, class teachers and parents/ carers
- maintaining the school's SEND register and records
- assisting in the monitoring and evaluation of progress of pupils with SEND through the use of school assessment information, e.g. class based assessments/records, end of year tests, SEN progress meetings
- contributing to the in-service training of staff
- line managing some of the learning support staff/teaching assistants
- ensuring that Midday Supervisors are given any necessary information relating to the supervision of pupils at lunchtime and supporting them in relation to behaviour management and other issues for particular pupils
- liaising with the SENCOs in receiving schools/and or other primary schools to help provide a smooth transition from one school to the other
- taking part in LA SEND moderation

#### **Class teachers are responsible for:**

- including pupils with SEND in the classroom, and for providing an appropriately adapted environment and curriculum access.
- writing provision maps and APDR documents and following them
- regularly liaising with parents/carers of children with SEND
- following external advice on assessment and strategies to support inclusion. These strategies when agreed with the SENCO should be put in practice, however if the class teacher experiences difficulties implementing them, they must consult with the SENCO to resolve any difficulties.
- closely liaising with teaching assistants and other support staff to ensure they know about the needs of the child and how best to support them
- making themselves aware of this policy and procedures for identification, monitoring and supporting pupils with SEND

#### **Teaching assistants should:**

- be fully aware of this policy and the procedures for identifying, assessing and making provision for pupils with SEND
- ensure they are aware of the needs and targets of the children they are working with
- use the school's procedures for giving feedback to teachers about pupils' responses to tasks and strategies
- speak to the SENCO, class teacher or Emotional Well Being Mentor if they need further advice for how best to support a child
- actively engage in training to enable them to further support a child when necessary

#### **Identification and Assessment**

We accept the principle that pupils' needs should be identified and met as early as possible.

There are four areas of need as stated in the SEND Code of Practice, 2014:

- Communication and Interaction (C and I)
- Cognition (Cog)
- Social Emotional and Mental Health difficulties (SEMH)
- Sensory and/or Physical. (S/P)

Whilst these four areas broadly identify the primary need of a pupil we also consider the needs of the whole child, which may also impact on a pupil's progress:

- Disability
- Attendance and punctuality

- Health and welfare
- English as an additional language (EAL)
- Being in receipt of the Pupil Premium. (PP)
- Being a Looked After Child (CLA) or under the care of a social work
- Being a child of a service personnel.

### **Curriculum Access and Provision**

In order to meet the learning needs of all pupils, teachers differentiate work. They plan school work and homework to meet individual learning needs, as appropriate. 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. Two documents are used by the class team to identify needs, provision and record progress. A provision map records a graduated response to individuals. The APDR identifies needs, targets and ways we can help the child achieve their targets and progress is then recorded on this.

The range of provision may include:

- in class support for small groups with an additional teacher or Teaching Assistant (TA)
- small group withdrawal with TA, Class Teacher (CT).
- individual class support / individual withdrawal
- further differentiation of resources
- homework/learning support club
- Interventions
- Provision of alternative learning materials/ special equipment
- Provision of additional adult to support learning.
- Staff development/training to undertake more effective strategies
- Access to Specialist Teaching and Educational Psychology Support or other support services for advice on strategies, equipment, or staff training.

### **Record Keeping**

The school will record the steps taken to meet pupils' individual needs. The SENCo will maintain the records and ensure access to them. In addition to the usual school records, the pupil's profile may include:

- Information from parents/carers
- Information on progress and behaviour
- Pupil's own perceptions of difficulties
- Information from health/social services
- Information from other agencies

### **Class provision Maps**

Class provision Maps set out additional provision for children in that class. They set targets for a group of children or individuals. They are reviewed with the SENCo at progress meetings.

### **Assess. Plan, Do, Review**

Most children on the SEND register will also have an Assess, Plan, Do, Review document. This will allow needs, provision and progress to be recorded for each individual child. They will be stored in the SEND area of the school server. They will be completed with input from parents/carers and where appropriate the child.

### **Code of Practice: Graduated Response**

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

Practice. The Code of Practice advocates a graduated response to meeting pupils' needs. If the school decides, after consultation with parents/carers, that a pupil requires additional support to make progress, the SENCo, in collaboration with teachers, will support the assessment of the pupil and have an input in planning future support and add the pupil to the SEND Support list. The class teacher will remain responsible for planning and delivering individualised programmes. Parents/carers will be informed of the action and results.

External support services may be contacted if the child:

- Makes little or no progress in specific areas over a long period
- Continues to work at National Curriculum levels considerably lower (usually at least one year lower) than expected for a pupil at a similar age, despite interventions
- Continues to experience difficulty in developing literacy/numeracy skills
- Has emotional problems that substantially impede their learning
- Has significant sensory or physical needs requiring additional specialist equipment or visits/advice from specialists.
- Has communication or interaction problems that impede the development of social relationships, thus presenting barriers to learning

Parents /carer consent is sought before any external agencies are involved. The resulting

Assess, Plan, Do, Review may incorporate specialist advice, which will be implemented by the class teacher or other adults as appropriate

#### **Request for Statutory Assessment**

The school will request a Statutory Assessment from the LA when, despite an individualised programme of sustained intervention within SEND Support the pupil remains a significant cause for concern. A Statutory Assessment might also be requested by a parents/carers or outside agency. The school will have the following information available:

- Records from past interventions
- Current and past Provision Maps.
- Assess, Plan, Do, Review records
- Records and outcomes of regular reviews undertaken
- Information on the pupil's health and relevant medical history
- Curriculum levels.
- Other relevant assessments from specialists such as support teachers and educational psychologists
- The views of parents/carers
- Where possible, the views of the pupil
- Social Care/Educational Welfare Service reports
- Any other involvement by professionals

#### **Education, Health and Care Plans**

An EHCP will normally be provided where, after a Statutory Assessment, the LA considers the pupil requires provision beyond what the school can offer. However, the school recognises that a request for a Statutory Assessment does not inevitably lead to an EHCP.

An EHCP will include details of learning objectives for the child. These are used to

identify the provision that the child needs and helps the school identify the small steps needed to support the children to achieve the targets.

The plan will be established through parent/carer/pupil consultation and advice from professionals.

EHCPs must be reviewed annually (every 6 months for children in Foundation Stage). The LA will inform the head teacher at the beginning of each school term of the pupils requiring reviews. The SENCo will organise these reviews and invite:

- . The pupil's parents/carers
- . The pupil if appropriate
- . The relevant teacher
- . A representative of the SEND Inclusion and Assessment Team (if appropriate)
- . The Educational Psychologist (if appropriate)
- . Any other person the SENCo or parents/carers considers appropriate

The aim of the review will be to:

- . Assess the pupil's progress in relation to the objectives on the EHCP
- . Review the provision made to meet the pupil's need as identified in the EHCP
- . Consider the appropriateness of the existing EHCP in relation to the pupil's performance during the year, and whether to cease, continue, or amend it
- . If appropriate to set new objectives for the coming year

At phase transition reviews, the receiving schools should be invited to attend in order to plan appropriately for the new school year. It also gives parents/carers the

opportunity to liaise with teachers from the receiving school.

Within the time limits set out in the Code, the SENCo will complete the annual review forms and send it, with any supporting documentation to the LA. The school recognises the responsibility of the LA in deciding whether to maintain, amend, or cease an EHCP of SEND.

### **Partnership with Parents/carers**

The school aims to work in partnership with parents and carers. Your first point of contact is the class teacher. If you wish to then speak to the SEND coordinator please contact the school office.

We work in partnership with parent and carers by:

- . keeping parents/carers informed and supported during assessment and any related decision-making process about SEND provision
- . working effectively with all other agencies supporting children and their parent/carers
- . giving parents/carers opportunities to play an active and valued role in their child's education
- . making parents/carers feel welcome
- . ensuring all parents/carers have appropriate communication aids and access arrangements
- . providing all information in an accessible way
- . encouraging parent/carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing
- . instilling confidence that the school will listen and act appropriately
- . focusing on the child's strengths as well as areas of additional need
- . allowing parents/carers opportunities to discuss ways in which they and the school can help their child
- . agreeing targets for the child
- . making parents/carers aware of parent/carer Partnership services.
- . involving parents/carers in the needs banding process in EHCP applications.

### **Involvement of Pupils**

We recognise that all pupils have the right to be involved in making decisions and exercising choice (SEND Code of Practice). Where appropriate all pupils are involved in monitoring and reviewing their progress. We endeavour to fully involve all pupils by encouraging them to:

- state their views about their education and learning
- identify their own needs (self-assessment and self-evaluation)
- share in individual target setting across the curriculum
- self-review their progress and set new targets

### **Arrangements for complaints**

Should pupils or parents/carers be unhappy with any aspect of provision they should discuss the problem with a class teacher in the first instance. Anyone who feels unable to talk to the teacher, or is not satisfied with the teacher's comments, should ask to speak to the SENCo and/or the headteacher. For a problem that might need time to be explored fully, parents/carers should make an appointment.

In the event of a formal complaint parents/carers should follow the procedure in the school's complaints policy.

### **Arrangements for monitoring and evaluation**

The success of the school's SEND policy and provision is evaluated through school self-evaluation and reporting activities such as:

- monitoring of classroom practice by the SENCo and subject leaders
- analysis of pupil tracking data and test results for individual pupils and for cohorts by SENCo and subject leaders
- termly monitoring of procedures and practice by the SEND governor
- Annual governors' parent/carer, staff and pupil survey
- visits from LA personnel and Ofsted inspection arrangements
- feedback from parents/carers and staff, both formal and informal, following meetings to produce Assess, Plan, Do, Review documents.

**Date for full implementation:** September 24

**Date for review:** September 25