

# Special Educational Needs and Disability Policy

*Little Thurrock Primary School*

## **Little Thurrock Primary School Special Educational Needs and Disability (SEND) Policy**

### **Introduction**

This document is a statement of the aims, principles and strategies for identifying and supporting pupils with Special Educational Needs at Little Thurrock Primary School. It takes into account the principles and procedures outlined in the Special educational Needs and Disability Code of Practice (2014) on the identification and assessment of special educational needs.

Little Thurrock Primary School has a named inclusion manager (Mrs Sally Appleton-White) who is an experienced and qualified SENCo and member of the school senior leadership team.

As an inclusive school, Little Thurrock Primary School offers all children, regardless of their specific needs, inclusive teaching which will enable them to make the best possible progress in school and be a valued member of the wider school community. Teachers are responsible and accountable for the progress and development of all pupils in their class, including those with special educational needs or disability.

We ensure that teachers are able to identify and provide for pupils with special educational needs and disability, allowing them to join in all school activities together with pupils who do not have special educational needs or disability.

We provide more specific support, depending on level of need, for children whose difficulties fall within the four broad areas of need set out in the new SEND Code of Practice (2014).

These are:

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

### **What are special educational needs?**

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

(a) has a significantly greater difficulty in learning than the majority of others of the same age; or

(b) 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.

*Special Educational Needs and Disability code of practice:0 to 25 years 2014 xiv*

### **Aim**

To raise the aspirations of and expectations for all pupils with SEN, providing a focus on outcomes for children so that every child's potential is fully developed.

### **Objectives**

- To provide an environment in which every child is able to have full access to a broad, balanced and relevant education, including an appropriate curriculum based on the Foundation Stage Curriculum and the National Curriculum.
- To identify at an early stage children who may have special educational needs and additional needs and provide high quality provision to meet their needs.
- To monitor progress and structure learning to meet the needs of every child with special educational needs
- To work within the guidance provided in the SEND Code of Practice 2014, working closely with health and social care services to ensure that support meets all the needs of the child.
- To take into account the views of the child and to recognize the role which parents have to play in supporting their child's education.

### **Admission arrangements.**

Admission arrangements are the same for all children. No child is refused admission on the grounds of special educational needs or disability, in line with the guidance and legislation below.

The School Admissions Code of Practice requires children and young people with SEN to be treated fairly. Admissions authorities:

- **must** consider applications from parents of children who have SEN but do not have an EHC plan on the basis of the school's published admissions criteria as part of normal admissions procedures;
- **must not** refuse to admit a child who has SEN but does not have an EHC plan because they do not feel able to cater for those needs;
- **must not** refuse to admit a child on the grounds that they do not have an EHC plan.

*Special Educational Needs and Disability code of practice:0 to 25 years 2014 1.27*

The Equality Act 2010 prohibits schools from discriminating against disabled children and young people in respect of admissions for a reason related to their disability.

### **Identifying and Assessing pupils with SEN.**

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.

*Special Educational Needs and Disability code of practice:0 to 25 years 2014 6.1*

We recognise the importance of early identification of SEN, and use a range of methods and assessments to achieve this:

- Liaison with previous or pre-schools
- Concerns raised by parents
- Assessments on entry to Early Years, which give a baseline against which progress can be measured
- Half termly and on-going teacher assessment to measure progress, leading to identification of children whose progress is slow or whose attainment is significantly

lower than that of their peers

- Concerns raised by teachers or other members of staff working with a child
- Specific assessments related to an area of concern, including co-ordination or attention difficulties
- Specific assessments focusing and celebrating progress of the 'whole-child', including non-academic progress
- Liaison with outside agencies
- Exploration of behaviour difficulties to identify underlying concerns

At Little Thurrock Primary School we consider the needs of the whole child.

We also recognise that there are issues which are not SEN but may impact on progress and attainment. These can include disability, attendance and punctuality, health and welfare, English as an additional language (EAL) or being a Looked After Child.

We acknowledge that concerns relating to a child's behaviour should be viewed as an underlying response to a need which must be identified so that the child can be supported effectively.

### **A graduated approach to SEN support**

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. We recognise that additional intervention and support cannot compensate for a lack of good quality teaching.

The quality of teaching for all pupils, including those at risk of underachievement, is regularly and closely reviewed; staff knowledge of different types of SEN and understanding of strategies to identify and support vulnerable pupils is also reviewed.

Children's progress is discussed at half-termly progress meetings in school, and data is analysed half-termly for both progress and attainment. This should lead to identification of pupils making less than expected progress given their age and individual circumstances.

This could be:

- Significantly slower than that of their peers starting from the same baseline
- Failure to match or better the child's previous rate of progress
- Failure to close the attainment gap between the child and their peers
- Widening of the attainment gap.

Where a teacher has concerns they complete a referral form and send to the Inclusion Manager, so a meeting can be arranged to discuss these and decide on further action, possibly concluding that the pupil requires help over and above that which is normally available in the classroom.

The graduated response recommended in the Code of Practice (2014) of assess-plan-do-review, underpins the work in school. Thus, where a concern has been raised by a teacher, and consultation with parents and the Inclusion Manager suggest that a child may have SEN, further assessment to identify difficulties more precisely is used. This will involve observation and discussion as well as the use of reputable specific assessment materials. At this point if the child is seen to have SEN, they will be placed on the SEN register at SEN support level.

Strategies to support a child at the SEN support level are then agreed and support planned to meet the child's needs, with specific targets set on an individual education plan (IEP). This support will then be reviewed regularly for attainment against the targets; further assessment will take place and planning for support changed to reflect the child's changing needs.

Throughout this process parents and children will be asked for their views and included in the decision making.

Where more specialist assessment or advice is needed this will be sought through referral to outside agencies, including an educational psychologist, speech or occupational therapist or paediatrician. Advice may be sought because of lack of academic progress or attainment, or because of sensory, emotional or physical needs, or difficulties with communication or social interaction. Where intervention and support has had little or limited impact, after discussion between the teacher, Inclusion Manager and parents, a request for an EHC plan needs assessment may be made to the local authority. If this is agreed evidence will be gathered about the child's progress and attainment, and all agencies involved will meet together with parents to devise an EHC plan which identifies the child's needs and desired outcomes, and shows how education, health and care will work together to support working towards these outcomes. This plan will then be put forward for approval from the local authority.

All SEN statements have now been converted to EHC plans. EHC plans contain long term objectives and targets for the year, and a recognition of a child's strengths and needs, alongside planning to meet these needs, they are reviewed yearly at an EHCP review meeting where parents and outside agencies are invited to contribute.

### **Supporting pupils and families**

Partnership plays a key role in enabling children and young people with SEN to achieve their potential. Parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs. All parents of children with special educational needs are treated as partners and given support to play an active and valued role in their child's education. Class teachers meet termly with parents to discuss children's needs, support and progress. For children with SEND these meetings will be an opportunity for the class teacher and parents, often alongside the inclusion manager, discuss concerns raised by either the school or the parents. At this meeting any additional support will be planned, clear outcomes identified, and possible referrals, to outside agencies to gain further advice and support, discussed.

If parents have concerns about their child's progress, they can contact the class teacher initially to discuss these; where needs have already been identified the inclusion manager may also be involved in these discussions. Parents/carers also have the opportunity each month to attend SEN drop in sessions with the inclusion manager to discuss concerns.

Children and young people with special educational needs often have a unique knowledge of their own needs and their views about what sort of help they would like. They are encouraged to contribute to the assessment of their needs, the review and transition process. Prior to an SEN review meeting, which children may attend, they are asked for their views; these are shared at the meeting.

In consultation with parents, the school refers children to, and liaises with, a range of outside agencies. These include speech and language therapy, occupational therapy, physiotherapy

and paediatricians. Children may also receive outreach support from specialists, or be assessed by an educational psychologist. The school nursing team is able to provide advice and support for specific health issues.

Families can be supported by the school family support team, and further support or advice for families of children with SEND, including counselling, can be accessed by completing a CAF describing the concerns to be presented to a multi-agency panel.

### **Transition arrangements**

Early Years staff and the Inclusion Manager liaise with pre-school providers and parents of children due to start at Little Thurrock, to ensure that children with identified SEND have support arrangements in place, and that there is an awareness of any parental concerns.

Liaison with secondary schools includes opportunities for teachers and the Inclusion Manager to discuss specific pupils, passing on relevant information and organising school visits or meetings with parents as necessary, to ensure smooth transition for children with SEND. Where SEND children leave before Year 6, the Inclusion Manager ensures that all relevant information is passed on and liaises with the new school regarding any specific arrangements or support.

Where children transfer from other schools, the Inclusion Manager liaises with those schools as necessary to ensure that children's needs are known and appropriate support put in place.

When children change classes in school transition paperwork is completed by the previous class teacher and all SEN information is passed on. Parents may be invited to a meeting where both teachers are present.

### **Supporting pupils at school with medical conditions**

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some may also have Special Educational Needs (SEN) and may have a Statement or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

For further information please refer to the Supporting children at school with Special Medical Needs.

### **Monitoring and evaluation of SEND**

The school's evaluation and monitoring arrangements promote an active process of continual review and improvement of provision for all pupils.

The Inclusion Manager monitors though:

- Referral forms
- Half termly progress meetings with class teachers and senior staff
- Termly updating of the SEN register
- Attendance at review meetings

- Checking the effectiveness of resources allocated to children
- Tracking pupil progress through assessment data
- Tracking achievement of targets.
- Gathering of parent and pupil views

The SLT monitors through:

- Half termly progress meetings with each teacher and the Inclusion Manager.
- Weekly inclusion meetings
- The monitoring and analysis of attainment and progress data on a half termly basis

Governors monitor through:

- School Improvement plan updates at Governors' meetings
- The yearly SEN report to the Governing Body by the Inclusion Manager giving an update of progress and current initiatives.
- Governor's termly review days and visits, particularly by the named governor

Education provided for pupils with SEN is effective when: -

- Children with SEN are identified at an early stage and are placed appropriately on the SEN register.
- Individual needs are carefully assessed.
- Individual targets are agreed and implemented and progress towards targets used to inform future learning
- Targets are reviewed regularly and parent and pupil opinions are sought and documented, and any concerns addressed.
- Support and advice from outside agencies is used effectively.
- Resources, including LSA support, are used effectively.
- Children with SEN make accelerated progress with the enhanced provision

### **Training and resources**

The school is fully aware of the importance of having a well-trained staff to meet the needs of all children.

The Inclusion Manager regularly attends Local authority network meetings in order to keep up to date with local and national developments in SEND. The Inclusion Manager meets with all new teachers and support staff as part of their induction to explain the school systems and structures in place for children with SEND and to discuss the needs of individual pupils.

The Inclusion Manager supports and advises class teachers in planning and meeting the needs of children with SEND. The Inclusion Manager also meets regularly with support staff to discuss concerns and advise on interventions and ways to meet the needs of these children. Additional specialist training is given as appropriate.

Individual training needs are also identified and met through the Performance Management cycle.

The school works closely with any external agencies relevant to individual children's needs in school, including: - school nurse, clinical psychologists, paediatricians, speech & language therapists, occupational therapists, physiotherapists, outreach services, social services and Educational Psychologists.

Where children with SEND require specific equipment or resources to support or improve their access to learning advice is sought from relevant agencies or professionals, to ensure that the most appropriate equipment is provided. Support for children with SEND is provided from within the school budget, although children with an EHC plan, and those with existing Statements of SEN may also have more specialist provision funded wholly or partly from the Local Authority's high needs funding.

### **Roles and responsibilities**

Provision for children with special educational needs or disability is a matter for the school as a whole and all members of staff are responsible for the children with whom they work. In addition to the Governing Body, the school's head teacher and senior leadership team, including the Inclusion Manager determine the strategic development of SEN policy and provision in the school.

The role of the Inclusion Manager involves:

- Overseeing the day-to-day operation of the school's SEN policy
- Co-ordinating provision for children with SEN
- Advising on the graduated approach to providing SEN support
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Liaising with parents of pupils 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 pupil and their parents are informed about options and a smooth transition is planned
- Working with the head teacher and 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 pupils with SEN up to date

*Special Educational Needs and Disability code of practice:0 to 25 years 6.90*

The governing body challenges the school and its members to secure necessary provision for any pupil identified as having special educational needs. They ask probing questions to ensure all teachers are aware of the importance of providing for these children and ensure that funds and resources are used effectively.

### **Storing and managing information**

Information relating to a child's SEND, including confidential information, is kept in individual pupil files stored within a locked filing cabinet in the Inclusion Manager's office.

Relevant information (including targets or current IEPs) concerning children in a specific class is kept in a folder in each classroom

### **Reviewing the policy**

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

### **Accessibility**



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 and 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 and staff differentiate work appropriately, and use assessment to inform the next stage of learning. All children on the special needs register have an Individual education plan with individual targets.

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 work with small groups, or in a one-to-one situation outside the classroom.

Children with SEND are encouraged to take part in the wider curriculum of the school, including participation in clubs and day or residential school visits. Where necessary written information is adjusted to be more accessible to children with disabilities; a font might be increased, the amount of text on a page limited, or a different colour background used, for example.

### **Dealing with complaints**

Any parent who is dissatisfied with the special educational needs provision their child is receiving has the right to make a complaint. All complaints should follow the procedure listed below: -

#### 1) The Informal Stage

Initial concerns should normally be expressed to the class teacher.

If the issue is not resolved parents should discuss this with the Inclusion Manager.

Where there are still concerns parents should make an appointment to meet with the head teacher.

If parents are still unhappy, a complaint should be put in writing to the head-teacher.

#### 2) The Formal Complaint

Where a more formal complaint needs to be made this should be done in line with the school complaints policy and procedures.

### **Other associated policies**

Anti-bullying policy

Behaviour policy

Equality objectives statement

Health and Safety policy

Child Protection policy

Supporting pupils with special medical needs policy

This policy is updated yearly by the Governing Body during the Autumn Term.

Date updated: September 2018

Date to be reviewed: September 2019