

POLICY FOR SPECIAL EDUCATIONAL NEEDS and DISABILITIES

Reviewed annually in the Autumn term

To be read in conjunction with the Inclusion Policy

Rationale

This school values the abilities and achievements of all its pupils, and is committed to providing the best possible learning condition for each pupil.

We recognise that many pupils will have additional needs at some time during their school life. By implementing this policy statement we believe pupils will be helped to overcome these difficulties. Whilst many factors create such difficulties, we believe that parents, teachers and pupils working together can overcome these difficulties.

Aims & Objectives

- To ensure that all pupils have access to a broad and balanced curriculum
- To provide a differentiated curriculum appropriate to the individual's needs and ability
- To ensure the rapid identification of all pupils requiring SEND provision as early as possible in their school career
- Ensure that SEND pupils take a full part in all school activities
- Ensure that parents of SEND pupils are kept fully informed of their child's progress and attainment
- Ensure that SEND pupils are involved in decisions affecting their future SEND provision

Definition of Special Educational Needs

A child has special educational needs if he or she has learning difficulties ¹that calls for special educational provision ² to be made for him or her over and above any differentiated planning which is already done by the teacher.

It is important to note that children must not be regarded as having learning difficulties solely because the language, or form of the home language, is different from the language in which they are taught.

Learning Difficulties:

A child has learning difficulties if he or she:

Has a significantly greater difficulty in learning than the majority of children of the same age

Has a disability which either prevents or hinders the child from making use of educational facilities of a kind provided for children of the same age in schools within the area of the local education authority

² **Special education provision means:**

For a child over two, educational provision which is additional or otherwise different from, the educational provision made generally for children of the child's age in maintained schools, other than special schools, in the area. (1993 Education Act, section 156)

Heckington St Andrew's Primary School will have due regard for the **Special Needs Code of Practice** when carrying out its duties towards all pupils with special educational needs and ensure that parents are notified when SEND provision is being made for their child.

There are four distinct categories of SEN as identified within the Code of Practice 2014:

- **Communication and Interaction**
- **Cognition and Learning**
- **Social, emotional and mental health**
- **Physical and sensory**

As stated in the Code of Practice 2014, persistent disruptive or withdrawn behaviours do not necessarily mean that a child has SEN. Therefore, behaviour is no longer a category for identifying pupils, but may be an indicator of an underlying problem. Behaviour plans are used to support pupils in school but they do not qualify children being added to the SEN register.

Implementation

The responsibility for implementing this policy is held by all members of the teaching staff.

Staffing

The school has a SEND Leader (SENCO). All staff and TAs are qualified to work with SEND children and meet their needs.

Admissions

The Governing body embraces the view that the admissions criteria should not discriminate against any pupil with SEND and have due regard for the practice advocated in the Code of Practice, in that,

"All schools should admit pupils already identified special educational needs, as well as identifying and providing for pupils not previously identified as having SEND...Pupils with special educational needs but without statements must be treated as fairly as all other applications for admission." (Code of Practice 1:33)

Inclusion

This policy builds on school policy that recognises the entitlement of all pupils to a balanced, broadly based curriculum. This SEND policy reinforces the need for teaching, which is fully inclusive. The Governing Body will ensure that appropriate provision will be made for all pupils with SEND.

Allocation of resources for SEND

The Governors monitor the annual allocation for SEND and are responsible for ensuring that resources are allocated to providing SEND provision for all pupils who requiring support.

Identification, assessment and provision

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At Heckington St Andrew's Primary School we have adopted a whole school approach to SEND policy and practice. Pupils who have been identified as having SEND are fully integrated into mainstream classes in which they have full access to the National Curriculum and equal entitlement to all aspects of the school.

The SEND Code of Practice (0-25 years) 2014 makes it clear that,

All teachers are teachers of pupils with special educational needs

All staff are responsible for identifying pupils with SEND and in collaboration with the SENCO will ensure that those pupils requiring different or additional support are identified at an early stage. Assessment is seen as the process by which pupils with SEND can be identified. Whether or not a pupil is making progress is seen as a crucial factor in considering the need for SEND provision.

Children's progress through National Curriculum age related expectations is assessed from Y1 onwards and against the Early Learning Goals in the EYFS. Quotient tests are also administered annually. The records of pupils with identified SEND will be used by the SENCO/Class teacher in order to:

- Provide starting points for an appropriate curriculum
- Identify the need for support within the class
- Assess learning difficulties
- Ensure that ongoing observations/assessments give teachers regular feedback on achievements/experiences; these are used to plot next steps in learning
- Involve parents in a joint learning approach for home/school

Early identification of pupils with SEND is considered a priority; to aid identification the school will use appropriate screening and assessment tools. To further assist with the identification of SEND needs the school will ascertain pupil progress through reference to:

- Evidence arrived at by means of teacher observation/assessment.
- Referring to their performance in N.C. judged against age related expectation descriptions.
- Standardised screening /assessment tools.

The school provides support through one of two methods:

- Full time education in classes with additional help and support being provided by class teacher and/or learning support assistant through a differentiated curriculum
- Periods of withdrawal to work with a support teacher and/or learning support assistant.

When dealing with SEND needs for pupils whose first language is not English particular care will be exercised. Teachers will closely follow the pupil's progress across the curriculum to ascertain whether problems are as a result of the command of English or special educational needs. It will be necessary to make an assessment of their proficiency

in English as a basis of planning additional support required. In addition the school will liaise with EMAS should the need arise.

The SEND Code of Practice advocates a graduated response to meeting the needs of SEND pupils. When pupils are identified as having SEND the school will intervene (see Appendix). In circumstances where teachers decide that the pupil's progress is a cause for concern, the SENCO is consulted. The SENCO and teacher firstly will discuss and review the approaches adopted. The teacher will complete the 'Cause For Concern chart'. This is an information gathering stage whereby pupils will receive additional support in order to ascertain if indeed the child has a Special Educational Need. This lasts for a minimum of 8 weeks, no more than 12. After this period, the child is re-assessed and progress is evaluated to determine, in collaboration with the SENDCO and parents, whether the child needs to be placed on the SEND register, or if the support provided helped in 'boosting' the child. In some cases, with agreement from the SENDCO, a child may continue at the Cause for Concern stage for another period of 8 weeks, provided sufficient progress has been made in the initial stages that would suggest a further boost would help the child achieve the set targets.

In circumstances where additional support to that of normal class provision is required the normal course of action is to provide support through **Wave2**.

Whether or not adequate progress ³ has been made is the crucial determining factor of the need to provide additional support.

The school will record the steps taken to meet pupils' individual needs, the class teacher being responsible for maintaining the records and ensuring access when required. In addition to the usual school records, the SEND pupil's profile may include:

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

Teaching SEND pupils is therefore viewed as a whole school responsibility. The core of the teachers' work involves a continuous cycle of planning, teaching and assessing which takes account of the differences in pupil's abilities, aptitudes and interests. Most pupils learn and make progress in such situations. Pupils with SEND however may require an increased level of provision and support.

³ **Adequate progress** is defined as that which:

Narrows the attainment gap between the pupil and their peers

Prevents the attainment gap increasing

Is equivalent to that of peers starting from the same baseline but less than the majority of peers

Equals or improves the pupil's previous progress rate

Ensures full curricular access

Shows an improvement in self help, social or personal skills

Shows improvements in the pupil's behaviour

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The SENCO in collaboration with the class teacher will decide on the action required to assist pupil progress as a result of previous assessments. This action might be in the form of:

- The deployment of extra staff to work with the pupil
- Providing alternative learning materials/special equipment
- Group support
- Providing additional adult time in devising the interventions and monitoring their effectiveness
- Staff development/training to undertake more effective strategies
- Access to LEA support services for advice on strategies or equipment or staff training

Children at Wave 3 - Personal Intervention Plans (PIP)

Strategies used to enable the pupil to progress will be recorded in a Personal Intervention Plan. A PIP will consist of information about:

- The specific need of the child
- Who is providing the support
- How often the intervention takes place
- The steps required broken into smaller achievable targets
- The evidence of the impact and progress

Children with Wave 3 support have their intervention plan PIP reviewed at least once each half term with their parents. Wave 2 children may need less frequent reviews.

Pupils with an Education, Health, Care Plan (EHC) will have their needs reviewed annually, (Annual Review) usually involving multi agencies. This is the formal review of the plan and its effectiveness, however, half termly reviews with the child and parents to look at short term targets, strategies and progress also take place.

The role of SENCO

In collaboration with the Governing Body the SENCO determines the strategic development of the SEND policy. Other responsibilities include:

- Overseeing the day-to-day operation of the SEND policy
- Coordinating the provision for pupils with SEND
- Liaising and giving advice to fellow teachers

- Managing SENTA timetable
- Overseeing records of pupils with SEND, analysing and evaluating termly provision maps and provision evaluations
- Ensure Reviews are held in accordance with policy
- Liaising with parents of pupils with SEND
- Making a contribution to INSET
- Liaising with external agencies, LEA support services, health, social services and voluntary bodies

In order for effective coordination to be achieved staff must be aware of:

- The roles of the participants as far as SEND is concerned
- The procedures to be followed in the SEND process
- The responsibility all teachers have in making provision for SEND pupils
- Commitment required by staff to keep the SENCO well informed of SEND pupils' progress
- Mechanisms that exist to allow teaching staff access to SEND pupils information
- The school's criteria for instigating '**Cause for Concern**', **Wave 2 and Wave 3**.
- The procedure by which parents are informed of this concern and the subsequent SEND provision for their child

Additionally parents must be given clear guidance of the means by which they can contribute to coordination through involvement and providing additional information if required.

The role of the Governing Body

The governing body has an important responsibility with regards to pupils with SEND, these include:

- Ensuring that the provision for SEND pupils is made and this is of a high standard
- Ensuring that a responsible person is appointed to communicate to all involved with teaching pupils with a statement are fully informed of this statement
- Ensuring that SEND pupils are fully involved in school activities
- Having a regard to the Code of Practice when carrying out responsibilities regarding SEND pupils
- Being fully involved in developing and the subsequent review of the SEND policy
- Reporting to parents on the school's SEND Policy

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The role of class teacher

The Code of Practice clearly acknowledges the importance allocated to the teacher with regards to Special Needs, The teacher's responsibilities include:

- Being aware of the school's procedures for the identification, assessment and subsequent provision for SEND pupils
- Collaborating with the SENCO to decide what action is required to assist the SEND pupil to progress
- Working with the SENCO to collect all available information on the SEND pupil. This involves; completing termly Provision Maps to identify specific children's additional needs and also a provision evaluation to review progress and the impact of the intervention. Evaluations are used to inform the next cycle of support.
- Ensuring intervention is delivered and is appropriate to the child's needs, making sure accurate and evaluative records are kept on a weekly basis to show progress and difficulties of the child at wave 2 and wave 3 interventions.
- Developing constructive relationships with parents
- Being involved in the development of the school's SEND policy

The role of the Headteacher

The Headteacher's responsibilities include:

- The day-to-day management of all aspects of the work of the school, the SEND provision included
- Keeping the governing body well informed of SEND within the school
- Informing parents of the fact that SEND provision has been made for their child
- Ensuring that the school has clear and flexible strategies for working with parents, ones that encourage parental involvement in their child's education

Partnership with parents

This school firmly believes in developing a strong partnership with parents and that this enables children and young people with SEND to achieve. The school recognises the parents key role in the process and that they have much to contribute as they have an unique overview of the child's needs and the best way to support them.

"Parents hold key information and have a critical role to play in their children's education. They have unique strengths, knowledge and experience to contribute to the shared view of a child's needs and the best way of supporting them." (C.O.P 2014)

The school considers parents of SEND pupils as partners in the process and their contribution will be valued. Likewise pupils will be encouraged to participate in the decision-making processes affecting them as SEND pupils, depending on age and appropriateness.

The school will make available to all parents of pupils with SEND details of the Parent Partnership Service, this being available through the LEA; the Code of Practice outlines that,

"LEAs should work in partnership with local and parent organisations, as well as the parent partnership service...to ensure that parents receive comprehensive, neutral, factual and appropriate advice." (COP 2014)

The school publishes on its website, all information regarding policy and procedures for identifying and supporting pupils with SEND so that it is made available to all current and prospective parents/ carers.

In accordance with the Children and Families Act 2014, schools have a duty to publish information about:

- The arrangements for the admission of disabled persons as pupils to the school
- The steps taken to prevent disabled pupils from being treated less favourably than others
- The facilities provided to assist access to the school by disabled pupils. The act requires schools to 'make reasonable adjustments'.
- Accessibility plan prepared by the governing body.

Complaints procedure

This is outlined in the school's complaints procedure.

The SEND Code of Practice outlines additional measures the LEA must set up for preventing and resolving disagreements and these can be explained to parents if required.

Links with external agencies/organisations

The school recognises the important contribution that external support services provide in assisting to identify, assess and provide for SEND pupils.

When it is considered necessary colleagues from the following support services will be involved in assisting with SEND pupils:

- Educational Psychologists
- Medical Officers
- Speech Therapists
- Physiotherapists
- Emotional & Behaviour Support Service
- Learning Support Service

Request for Statutory Assessment (Education, Health Care Plans)

- The school will make a request for a statutory assessment (Appendix 3) to the LEA when despite an individualised programme over a period of time the child remains a significant cause for concern. Requests for statutory assessments may also be made by the parent or by referral by another agency.

Review

The Governing Body will report annually on the success of the policy in meeting the SEND in the school.

In evaluating the success of the SEND policy the school will take into consideration the views of:

- Teachers
- Parents
- Pupils
- External professionals

Pupil progress is overwhelming evidence of the success of the SEND policy and this will be analysed carefully through:

- Consideration of the pupils' success
- Use of standardised tests
- Evidence generated from review meetings

This policy has been agreed by staff and accepted by Governors and is reviewed annually.

Appendix

WAVE 1

Most children at some point in their education will have Additional Needs. For the majority this is addressed as part of normal classroom practice through quality first teaching and differentiated work which matches the learning task to the needs of the child. This is called Wave 1 and happens in every class, during every lesson.

CAUSE FOR CONCERN

Some children, during the course of their learning, may find an aspect of the curriculum they are encountering difficult to access. This may have an impact on their ability to progress through a particular subject and may mean that their future learning could be compromised. Teachers will initially discuss the root of the concern with the SENDCO before completing a 'Cause for Concern' form. This could be an individual child or a small group within the class.

Focus targets are then written and appropriate support is given over a period of no less than 8 weeks. It is important at this stage that adequate weekly evidence is collated to build up a picture of each individual's progress and difficulties. After eight weeks, review is undertaken with the SENDCO to decide the next stage of action. This may involve being added to the register for SEND and parents officially notified, another eight weeks of support at the cause for concern stage, if sufficient progress has been made, or notification that no further action is to be taken and the child has been removed from the initial concern stage.

WAVE 2

Some children have Additional Needs that can not be met through normal practices. They may require extra teaching or practice to consolidate learning and enable them to make progress. This is called Wave 2 and will involve the child having very specific learning targets and regular practice in lesson time or as homework. Examples of Wave 2 work might include children having difficulties punctuating their writing or needing extra mental maths practice.

Wave 2 can be triggered through concern, supplemented by evidence and despite receiving differentiated teaching pupils:

- Make little or no progress, this despite targeted teaching of weakness
- Demonstrate difficulty in developing literacy or numeracy skills
- Scores more than 12 months behind chronological age on two quotient tests
- Does not meet previous year group age related expectations and is missing essential learning objectives.
- Show persistent emotional difficulties which are affected by behaviour management strategies

Wave 2 evidence must consist of notes showing each individual's achievements towards specific targets and issues. They must be evaluative and show progress achieved and difficulties encountered.

WAVE 3

A minority of children will have Additional Needs that cause their progress in a subject to stall. They require tasks and approaches that are different to the rest of their class. This is called Wave 3 and will usually include children whose progress is affected by their Additional Need. Examples include essential building blocks in reading and maths such as phonics or number bonds that might be 'missing' in older children. Wave 3 children have a Personal Intervention Plan to support them and 6 weekly reviews with parents.

Wave 3 intervention can be triggered through concern, supplemented by evidence and despite receiving differentiated teaching pupils:

- Still makes little or no progress in specific areas over a long period
- Does not meet year group age related expectations for a number of year groups below their chronological age and is missing non-negotiable facts from at least two years below their chronological age.
- Continues to experience difficulty in developing literacy/numeracy skills
- Has emotional problems, which often substantially impede pupil's own learning or that of the group, this despite having an individualised behaviour management programme
- Has sensory or physical or sensory needs requiring additional specialist equipment or visits/advice from specialists
- Has ongoing communication or interaction problems that impedes the development of social relationships, thus presenting barriers to learning

When external support services are approached they will require access to pupil's records in order to understand the strategies employed to date and targets set and achieved. The external specialist could provide specialist assessments and advice and possibly work directly with the pupil. The PIP that follows will by necessity incorporate specialist strategies whilst continuing to be implemented by the class teacher. If additional information is required, parental consent will be required.

STATUTORY ASSESSMENT

In order to carry out the Statutory Assessment the school will have the following information available:

- The action followed with respects to **Wave 2 and Wave 3**
- The pupil's PIP records of regular reviews undertaken and the outcomes
- Information on the pupil's health and relevant medical history
- Age related English/Maths attainments
- Other relevant assessments from specialist i.e. Support teachers/educational psychologists
- The views of both parents and child

- Any other involvement by professionals
- Social services/educational welfare service

An **Education, Health Care Plan** will normally be provided in situations where after a statutory assessment the LEA considers that the child's needs are such that additional provision is required to that which the school is able to offer.

The Statement issued will include details of targets set for the pupils, these will be:

- Short term in nature, established through parental/pupil consultation
- Set out in an personalised plan
- Implemented in the classroom setting
- Delivered by the class teacher

ANNUAL STATEMENT REVIEW

The school will review each statement annually and the Headteacher will invite:

- The child's parent
- The relevant teacher
- The SENCO
- Any other person the LEA considers appropriate
- Any other person the Headteacher considers appropriate

The aim of the review will be to:

- Assess the pupil's progress in relation to targets outlined
- Review the provision made for the pupil in the context of the National Curriculum and levels of attainment in basic English/Maths and life skills
- Consider the appropriateness of the existing statement in relation to the pupil's performance during the year and whether or not to cease, continue or amend the existing statement
- Set new targets for the coming year when the statement is to be maintained

The Year 5 review will indicate the provision that will be required at secondary stage. At the Year 6 review the SENCO of the secondary school will be invited to attend, thus enabling the receiving school to plan appropriately for the new school year and also to give parents the opportunity to liaise with secondary colleagues.