

# Special Educational Needs And Disabilities Policy

## Responsible Persons

Mr T. Verity                      Executive Headteacher  
Mrs H. Banks                    SEN Governor

## Special Educational Needs and Disabilities Coordinator (SENCO)

Mrs Lucy Reed

### 1. Relationship to other policies

This policy should be read in conjunction with the policies on Teaching and Learning, Equality and Assessment, Recording and Reporting. The accessibility plan is an integral part of this policy.

This policy has been written in conjunction with Beating Bureaucracy, Narrowing The Gap, Provision Mapping and SEN Guidance Criteria. All produced by CfBT or Lincolnshire County Council.

### 2. Main Purpose of this Policy

We believe that each pupil has individual and unique needs. However, some pupils require more support than others to achieve the five outcomes of Every Child Matters. We acknowledge that a significant proportion of pupils will have special educational needs and disabilities (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. We aim to provide all pupils with strategies for dealing with their needs in a supportive environment, and to give them meaningful access to the National Curriculum. In particular, we aim to:

- Enable every pupil to experience success
- Promote individual confidence and a positive attitude
- Ensure that all pupils whatever their SEND, 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, record 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, other professional and support services
- Ensure that the responsibility held by all staff and governors for SEND is implemented and maintained

### Definition.

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

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

(b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would so do if special educational provision was not made for them (Clause 20 Children and Families Bill).

This is a broad definition covering children and young people from 0- 25 years of age. Where a child or young person has a disability or health condition which requires special educational provision to be made, they will be covered by the SEND definition.

A separate policy covers the special needs provision that the school aims to make in order to challenge and extend more able, gifted and talented children.

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### ***Educational Inclusion***

In our school, we aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community. Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences.

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

Provision for children with SEND is a matter for the school as a whole. It is each teacher's responsibility to provide for pupils with SEND in their class, and to be aware that these needs may be present in different learning situations. 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.

The governing body, in co-operation with the Executive Headteacher/Head of School, has a legal responsibility for determining the policy and provision for pupils with SEND. It maintains a general overview and has appointed a member of the governing body to take a particular interest in this aspect of the school.

### **4. The Executive Headteacher /Head of School has responsibility for:**

- the management of all aspects of the school's work, including provision for pupils with SEND
- keeping the governing body via the SEND sub-committee informed about SEND issues.
- working closely with the SENCO 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

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

- the SEND policy is implemented fully
- they are involved in the development and monitoring of this policy
- SEND provision is an integral part of the school improvement/development plan
- 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 Revised Special Educational Needs and Disability Code of Practice: 0 to 25 years (September 2014)
- appropriate staffing and funding arrangements, and oversee the school's work for pupils with SEND
- the quality of SEND provision is regularly monitored
- a governor with responsibility for SEND is appointed

### **6. The special educational needs and disabilities co-ordinator (SENCO) is responsible for:**

- Writing and reviewing the SEND policy
- Overseeing the day to day implementation of the SEND policy and resources
- Overseeing the records of all children with SEND
- Liaising with and advising fellow teachers
- Liaising with parents, outside agencies and other schools
- Co-coordinating provision for children with SEND
- Monitoring and reviewing Provision Maps of Intervention and Personal Learning Plans (PLP) and Education, Health and Care Plan (EHC) /Statement targets
- Organising and leading annual reviews of Education, Health and Care Plan (EHC) /Statement
- Setting up and monitoring in-class support and intervention programmes
- Supporting Teaching Assistants
- Contributing to in-service training
- Administering submissions for special arrangements for statutory testing
- Contributing to professional development of colleagues in areas of SEND support

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- Advising on all aspects of differentiation, teaching and learning styles and resourcing
- Advising the Head Teacher and staff on pertinent SEND issues
- Liaising with the relevant Designated Teacher where a looked after child has SEN

### 7. Class teachers are responsible for:

- identifying pupils who require extra or different support in class, raising initial concerns and consulting the SENCO for advice and support
- writing Provision Maps of Intervention and PLPs and implementing these targets in class
- including pupils with SEND in the classroom, providing an appropriately differentiated curriculum and using the Provision mapping to provide planned intervention. They can draw on the SENCo for advice on assessment and strategies to support inclusion
- managing teaching assistants in their classrooms on a day to day basis
- making themselves aware of this policy and procedures for identification, monitoring and supporting pupils with SEND
- monitoring individual progress
- liaising with parents and providing opportunities to discuss targets and give feedback
- liaising with outside agencies when appropriate

### 8. Learning support staff/teaching assistants should:

- be fully aware of this policy and the procedures for identifying, assessing and making provision for pupils with SEND
- provide feedback to teachers and the SENCO about pupils' responses to tasks and strategies and suggesting development
- implementing an individual or group of pupils' access to and progress in the curriculum, including focused work directed by the teacher
- implementing activities designed to achieve targets on Provision Maps of Intervention and PLPs
- encouraging and promoting pupil independence
- carrying out specific teaching programmes
- helping to prepare resources and adapting materials
- attending planning and review meetings as appropriate

### 9. Complaints procedures

We aim to make the best provision we can for our children with SEND. When parents/carers have concerns, we like to deal with them promptly and encourage parents/carers to speak to the 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. The SENCO welcomes contact with parents as soon as their child's special educational needs have been identified. For a problem that might need time to be explored fully, parents/carers should make an appointment rather than rushing the discussion before or after school.

In the event of dissatisfaction, parents have recourse to the school's complaints policy, which can be found on the school's website.

### 10. The School Offer

From the 1<sup>st</sup> September 2014, our school website will display all the current support available to your child at our school. It explains how the SEND process works, how the school can support you and your child, and how you can work with the school to support your child. There is also a link directing you to Lincolnshire's Local Authority website to show you what support is available within the county to support you and your child.

### 11. 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
- value-added data for pupils on the SEND spectrum

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- termly monitoring of procedures and practice by the SEN governor
- the school improvement plan, which is used for planning and monitoring provision in the school
- visits from LA personnel and Ofsted inspection arrangements
- feedback from parents and staff, both formal and informal, following meetings to produce Provision Maps of Intervention and/or PLPs and targets, revise provision and celebrate success.

### 12. Identification, Assessment and Provision

The procedures followed for the identification, assessment and provision of pupils with special educational needs are determined by our statutory requirements under the Revised Special Educational Needs and Disability Code of Practice: 0 to 25 years (September 2014), recognising that there is a continuum of SEND and that it is our responsibility to respond appropriately, seeking outside help where necessary.

Early identification is vital. The class teacher records the concern on an internal referral form (**SEN 1**) and a copy is given to the SENCO. At this stage the class teacher will be responsible for collecting as much relevant information as possible about the child and the difficulties he/she is experiencing. The class teacher will put him/her on a Wave 2 intervention appropriate to the child's needs. The class teacher informs the parents or carers at the earliest opportunity to alert them of the concern/s and enlist their active help and participation.

#### **SEN Support**

Initial identification of special educational need is most often made by the class teacher, who recognises, that in order to accelerate progress, the child requires provision 'additional to or different from' normal classroom differentiation.

If this is deemed to be the case, the class teacher, with the permission of the child's parents, will complete **SEN 2 (SEN Support)**. A copy will be given to the SENCO, who will add the child's name to the SEND register requiring SEN Support.

The class teacher will open **SEN 3 (gold sheet)** in order to keep a record of meetings with parents, with the SENCO or with outside agencies.

The class teacher is responsible for the implementation of the Provision Maps of Intervention or PLP to address the pupil's learning needs. The class teacher and SENCO are responsible for the Special Needs provision. The class teacher, SENCO and parent can work together when drawing up the Provision Maps of Intervention and/or PLP.

Wherever possible, the Provision Maps of Intervention or PLP should be implemented in the normal classroom setting, building on the existing class curriculum and using materials, activities and assessment techniques readily available to class teachers. Necessary additional support will take place within the classroom where appropriate or in a work area nearby.

The class teacher will prioritise the child's needs and set 'SMART' targets (Specific, Measurable, Achievable, Relevant, Time-bound) with the support of the parents and child and the aid of the Lancashire document, PIVATS (Performance Indicators for Value Added Target Setting). The class teacher is responsible for recording these on the PLP. The SENCO and outside professionals will give advice, regarding target-setting, for PLPs where required.

Each PLP will normally include the following:

- specific targets, outcomes and suggested teaching strategies and resources
- staff involved and any extra support provided
- pupil's and parents signatures
- views of all that are involved with the child
- Performance Indicators for Value Added Target Setting (PIVATS) to measure achievement and progress

If it is considered that the child's needs are not being adequately met by resources and provision made within the school, the SENCO or the Headteacher may request the intervention of the relevant support agency with the consent of parents. These may include:

- Specialist Teaching Team Services (STT)
- The Lincolnshire Teaching and Learning Centre Pathways Outreach (LTLC Outreach)

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- Speech and Language Therapy Service (SALT)
- Sensory Impaired Service
- Social Services/Child Protection
- Child and Adolescent Mental Health Service (CAMHS)
- Family GPs
- Specialist Social Communication Outreach Teacher
- Physiotherapy Service
- Occupational Therapy Service
- Educational Welfare Officer

The outside agent advises the SENCO and class teacher and assists them in making the correct provision. The outside agent may decide that only advice is required, or they may feel it is necessary to provide regular support over a period of time or even longer term depending on the child's needs.

It is recommended at this SEN Support level that all parties involved with the child's learning, including parents, should meet to discuss and evaluate the provision. The class teacher continues to monitor progress and to work on Provision Maps of Intervention or PLPs each term. We aim to hold formal SEN Support meetings to review the PLPs every term.

Copies of Provision Maps of Intervention and/or PLPs will be given to parents and the SENCO for their records.

The class teacher and/or the SENCO keeps records of the action taken and progress made and reviews this with parents and the child. The review should focus on:

- progress made by the child
- effectiveness of the additional provision
- future action

The outcome may be

- the child continues on SEN Support
- the child no longer needs special or additional help
- the child's needs are complex and further support and provision is required

Once the child no longer needs 'additional' or 'different' provision, the SENCO is informed and notifies the parents in writing that their child's name has been removed from the SEND Register.

### ***Education, Health and Care Plan***

In a small minority of cases, and after regular review meetings, a decision may be made to request an Education, Health and Care Assessment. Using County's proforma, the SENCO is required to submit evidence of all efforts made to manage and support the pupil's needs at each stage and to make the case for further support.

Once this referral is submitted, a panel of professionals address this referral at an EHC Allocation Meeting and decide whether an assessment is to happen (the panel meet once a week on a Monday). An outcome will be given usually within the first 6 weeks from when the request was made.

If it is agreed that an assessment should take place then relevant agencies will be asked to write reports and submit these usually within 6 weeks of the request being made.

A Multi-Agency Meeting (MAM) is then held to write a draft EHC Plan. This is held at a location accessible to all (usually the school) and is led by the Local Authority caseworker. Parents and all relevant professionals involved with the child will be invited to attend.

Finally, an EHC Multi-Agency HUB meeting is held to finally decide whether the draft plan generated at the MAM has been agreed or not and therefore whether an EHC Plan is necessary or not. From there the Local Authority contacts parents to name the school they would like on the EHC Plan. Parents have 15 days to respond. The Local Authority then contacts the school to see if they can meet the needs of the child.

The EHC Plan, which is a legal document, is reviewed annually.

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### **13. Review**

The head teacher and teaching staff will review this policy in September 2017. Any amendments will be presented to the Governing Body for approval.

Emily White  
Special Educational Needs and Disabilities Coordinator  
September 2015