



Special Educational Needs and/or Disability (SEND) Policy

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1. Definition of Special Educational Needs and Disability

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

Children have a learning difficulty if they:

- ~ Have a significantly greater difficulty in learning than the majority of children of the same age.
- ~ Have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority.
- ~ Are under compulsory school age and fall within the definitions above or would so do if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Children will have needs and requirements which may fall into at least one of five areas. Some children will have inter-related needs.

The areas of need are

- ❖ Communication and Interaction
- ❖ Cognition and Learning
- ❖ Social, Emotional and Mental Health
- ❖ Sensory and/or Physical.

What is a disability?

A person has a disability if he or she has a physical or mental impairment that has a substantial and long term adverse effect on his/her ability to carry out normal, day to day activities.

Children with a disability have special educational needs if they have any difficulty in accessing education and if they need any special educational provision to be made for them, that is anything that is additional to or different from what is normally available in school. Children within the school who have special education provision made for them as a result of a disability are also identified on the school SEND register.

2. Aims

The whole school policy for children with Special Educational Needs and/or Disability reflects the caring ethos of the school, where each child is considered as an individual. Every endeavour will be made to meet his or her needs within the school community ensuring that each child will have the opportunity to develop fully his/her potential in all aspects of the curriculum with full regard to Equal Opportunities (see separate policy).

At Heene First School we are committed to:

- ❖ Implementing the Code of Practice for Special Educational Needs and/or Disability
- ❖ Removing barriers to learning and having high expectations for all pupils
- ❖ Ensuring that each member of staff recognises and accepts professional responsibility for meeting pupil's individual needs
- ❖ Continually improving our procedures for identifying, assessing and providing for those pupils with SEN, including specific learning/literacy difficulties such as dyslexia*
- ❖ Ensuring progression and continuity both between classes and between schools, involving parents and, where appropriate, children in discussions about the child's SEN and the provision for those needs.
- ❖ Working in close co-operation with other appropriate professionals and agencies
- ❖ Allocating an appropriate proportion of the school's resources in order to meet the individual needs of pupils
- ❖ Seeking external specialist advice and support if the teaching expertise within the school has not enabled the child to make progress.

The School Building

The school complies with the Disability Discrimination Act, though ensuring equal access to both the school's building, e.g. wheelchair access and accessible toilets, and curriculum. There is an Accessibility Plan in place.

*Specific Literacy Difficulties, including Dyslexia

At Heene School we are able to screen children for dyslexic tendencies. Identified Year 1 children are screened in the autumn term. We are unable to diagnose dyslexia but we can say, from the results of the screening, in which areas the child is having difficulties. If a child has any needs identified these will be addressed through interventions, either small group or 1:1. If a child is 'At Risk' or 'Severely at Risk' the child will be placed on the SEND register and their progress monitored. It is recognised that a child may be dyslexic and have low literacy skills but be functioning at a high cognitive level.

3. Roles and Responsibilities

3.1 Governors

Governors have important responsibilities in relation to children in their school with SEND.

In fulfilling their general duties in relation to the provision made by the school, the governing body need to be satisfied that:

- ❖ The school has a written SEND policy which they have approved
- ❖ The Local Offer is on the school website and linked to West Sussex Local Offer
- ❖ The school has a co-ordinator for SEND
- ❖ The school has procedures to identify and assess the needs of those pupils with learning difficulties who require some provision
- ❖ An appropriate proportion of the school's resources are allocated to meet identified individual needs
- ❖ The Governor's annual report to parents contains a report on the implementation of the school's SEND policy
- ❖ The school is implementing the correct procedure for the annual review of statements
- ❖ There is a school governor responsible for SEND

3.2 Headteacher

The Headteacher has responsibility for:

- ❖ Ensuring that the SEND policy is implemented
- ❖ Providing facilities and time for INSET relevant to SEND
- ❖ Ensuring that the procedures in the Code of Practice are properly implemented
- ❖ Attending interviews with parents as appropriate
- ❖ Ensuring that the SEND governor is informed of current issues and provision
- ❖ Attending Annual Review meetings termly with the SENCO and other professionals.
- ❖ Attending Planning and Review meetings termly with the SENCO and other professionals

3.3 Special Needs Co-ordinator

The SEN Coordinator (SENCO) has responsibility for:

- ❖ Overseeing the day-to-day operation of the school's SEND policy and the Local Offer
- ❖ Coordinating provision for children with special educational needs and/or disability
- ❖ Liaising with and advising fellow teachers ensuring Early Help

- ❖ Managing learning support assistants
- ❖ Overseeing the records of all children with special educational needs and/or disability
- ❖ Liaising with parents of children with special educational needs and /or disability and ensuring that agreed outcomes and areas of need are recorded and used when providing for the child
- ❖ Contributing to the in-service training of staff
- ❖ Liaising with external agencies including the LA's support and educational psychology services, health and social care, and voluntary bodies.

3.4 Class Teacher

The class teacher has responsibility for:

- ❖ Providing Quality First Teaching for the whole range of pupils within their class across all curriculum areas, with differentiation clearly planned for
- ❖ Identifying children who are causing concern, who may have special educational needs, including being aware that a child may be dyslexic or dyspraxic etc.
- ❖ Working with staff who deliver interventions – setting targets and reviewing progress
- ❖ Completing relevant documentation after discussion with the SENCO
- ❖ Putting into place special arrangements for children with SEND
- ❖ Keeping accurate and detailed records
- ❖ Working closely with parents in partnership - using tools such as the Structured Conversation in order to identify outcomes and areas of need so that appropriate targets can be set and monitored effectively
- ❖ Reviewing children's Individual Educational Plans with the child and their parents, setting new targets.
- ❖ Working with parents regarding how they can support their child at home in their learning/areas of need
- ❖ Informing colleagues of any relevant information disclosed to them pertaining to children in their care
- ❖ Liaising with the SENCO, teaching support staff and outside agencies from health and social care

3.5 Parents

Parents have responsibility for:

- ❖ Ensuring their children attend school regularly and punctually
- ❖ Informing the school of any problems or concerns
- ❖ Supporting the school policies
- ❖ Helping their child at home with any specific tasks in consultation with the class teacher or SENCO

- ❖ Attending meetings and/or parent-teacher consultation meetings
- ❖ Attending other meetings as required by the Headteacher or SENCO in relation to their child's special educational need and /or disability
- ❖ Working with outside agencies health and social care in conjunction with school

3.6 The SEND Team

The SEND Team is comprised of –

- the SENCO
- the HLTA who is responsible for working closely with the SENCO
- the TA responsible for Speech and Language
- the Learning Mentor
- the TA trained in Emotional and Behavioural Support
- the TA responsible for Medicines

The SENDCO also liaises with; the member of staff who is responsible for EAL, LAC and Pupil Premium, the HLTA and TAs who deliver intervention programmes and a TA who works with EAL children.

The SENCO will hold meetings with the SEND Team at least once a half term in order to discuss individual children and their on-going progress and needs. Whole school issues will be also discussed and any matters arising taken to the Head Teacher, if appropriate.

3.7 Learning Support /Teaching Assistants

Learning Support /Teaching Assistants have responsibility for

- ❖ Working with statemented pupils
- ❖ Assisting the class teacher and SENCO in the implementation of individual programmes of support, e.g. the TA responsible for Speech and Language.
- ❖ Liaising with class teachers, SENCO and other colleagues as appropriate
- ❖ Attending training and meetings as directed by the Head teacher or SENCO
- ❖ Supporting children with special educational needs and /or disability to access the curriculum as directed by the class teacher or SENCO
- ❖ Working with individual children or small groups of children to meet targets on individual educational programmes
- ❖ Working with the Deputy/SENCO regarding delivery of intervention programmes

4. Identification. Assessment and Provision

Provision for children with special educational needs and/or disability is a matter for the school as a whole. In addition to the governing body, the school's head teacher, the SENCO and all other members of staff have important day-to-day responsibilities. *All teachers are teachers of children with special educational needs.* Teaching such children is therefore a whole school responsibility. At the heart of the work of every primary school class is a continuous cycle of which takes account of the wide range of abilities, aptitudes and interests of children. The majority of children will learn and progress within these arrangements. Those children whose overall attainments or attainment in specific subjects fall significantly outside the expected range may have special educational needs and/or disability, including dyslexia, when they may have high cognitive function.

The school will assess each child's current levels of attainment on entry in order to ensure that they build upon the pattern of learning and experience already established during the child's pre-school years. If the child already has an identified special educational need and/or disability, this information should be transferred from the Early Years setting and the SENCO and the child's class teacher will use this information to:

- ❖ Provide starting points for the development of an appropriate curriculum. ~ identify and focus attention on action to support the child within the class ~ use the assessment processes to identify any learning difficulties
- ❖ Ensure ongoing observation and assessment provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning
- ❖ Involve parents in implementing a joint learning approach at home.

The identification and assessment of the special educational needs of children whose first language is not English, requires particular care. Where there is uncertainty about an individual child, teachers will look carefully at all aspects of a child's performance in different subjects to establish whether the problems they have in the classroom are due to limitations in their command of the language that is used there or arise from special educational needs.

In order to help children who have special educational needs and/or disability, the school will adopt a graduated response that recognises there is a continuum of need which may bring increasing specialist expertise to bear on the difficulties that a child may be experiencing. The school will record the steps taken to meet the needs of individual children. The SENCO will have responsibility for ensuring that the records are kept and available as needed. If schools refer a child for a coordinated assessment, they should provide the Local Authority with a record of their work with the child including the arrangements they have already made.

5. Procedures for monitoring children's progress

5.1 Criteria for deciding if a child has Special Educational Needs and/or disability

The school's system for observing and assessing the progress of individual children will provide information about areas where a child is not progressing satisfactorily.

Under these circumstances, teachers may need to consult the SENCO to consider what else might be done. This review may lead to the conclusion that the pupil requires help over and above that which is normally available within the particular class or subject. The key test of the need for action is evidence that current rates of progress are inadequate.

Adequate progress can be defined in a number of ways.

It might be progress which:

- ❖ Closes the attainment gap between the child and their peers
- ❖ Prevents the attainment gap growing wider
- ❖ Is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers
- ❖ Matches or betters the child's previous rate of progress
- ❖ Ensures access to the full curriculum
- ❖ Demonstrates an improvement in self-help, social or personal skills
- ❖ Demonstrates improvements in the child's behaviour.

Dyslexia – Monitoring Progress

Identified pupils in Year One are screened for specific learning difficulties, based on their Foundation Stage Score and teacher knowledge of the child. The children with the lowest FSP are screened using the Harcourt Dyslexic Early Screening Test. Children in Years Two and Three, who are giving staff cause for concern, will be screened using the Dyslexic Junior Screening test. This will also be used with children who join our school in Years Two and Three and are showing signs of having a specific learning difficulty. Children who are just outside the 'At Risk' diagnosis in Year One are placed on the Monitoring List and retested in Year Two. Any children found to have specific problems will be placed on the SEND Register and their progress carefully monitored in line with our Assessment Policy.

5.2 School Support

When a class teacher or the SENCO identifies a child with special educational needs and/or disability, the class teacher will probably already be providing interventions that are additional to those provided as part of the school's usual differentiated curriculum. The child, in consultation with parents, will be placed on the SEND register at School Support. The triggers for intervention through School Support will be concern, underpinned by evidence, about a child who despite receiving differentiated learning opportunities:

- ❖ makes little or no progress even when teaching approaches are targeted particularly in a child's identified area of weakness

- ❖ shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas
- ❖ presents persistent emotional or behavioural difficulties which are not ameliorated by the behaviour management techniques usually employed in the school
- ❖ has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment
- ❖ has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum

In some cases outside professionals from health or social services may already be involved with the child. Where these professionals have not already been working with the school staff, the SENCO may contact them if the parents agree. The SENCO will support the further assessment of the child, assisting in planning future support for them in discussion with colleagues and monitoring the action taken. The child's class teacher will remain responsible for working with the child on a daily basis and for planning and delivering an individualised programme. Parents will be consulted at all stages and kept informed of the action taken to help the child, and of the outcome of this action.

5.3 Nature of intervention/personalised learning

The SENCO and the child's class teacher will decide on the action needed to help the child to progress in the light of their earlier assessment. This may include:

- ❖ Different learning materials or special equipment
- ❖ Group or individual support through a planned intervention
- ❖ Group or individual teaching from the class teacher
- ❖ Staff development and training to introduce more effective strategies.
- ❖ Access to support services for advice on strategies or equipment

5.4 Individual Education Plans

Strategies employed to enable the child to progress will be recorded within an Individual Education Plan (IEP). The IEP will include information about:

- ❖ The short-term targets set for the child
- ❖ The teaching strategies to be used
- ❖ The provision to be put in place
- ❖ When the plan is to be reviewed
- ❖ Outcomes to be recorded when IEP is reviewed with the parents and child

The IEP will only record that which is additional to, or different from, the differentiated curriculum and will focus upon three or four individual targets that match the child's needs and have been discussed with the child and the parents. These targets should focus on particular areas of learning where the child is having difficulty. If there is outside agency

involvement, advice given by the agency will be used to formulate appropriate targets. IEP Writer is an ICT program which can be used to help construct an IEP.

The IEP will be reviewed at least three times a year alongside parents and child through the Structured Conversation/Termly review process.

IEPs will usually be reviewed and rewritten in June, November and April.

5.5 Requests for Outside Agency Advice

A request for support from external services is likely to follow a decision taken by the SENCO and colleagues, in consultation with parents.

External support services, will usually see the child so that they can advise teachers on targets and strategies, provide more specialist assessments to inform planning and the measurement of a pupil's progress, give advice on the use of specialist strategies or materials, and in some cases provide support for particular activities.

The triggers for outside advice to be taken will be that, despite receiving individualised support the child:

- ❖ continues to make little or no progress in specific areas over a long period
- ❖ continues working at National Curriculum levels substantially below that expected of children of a similar age
- ❖ continues to have difficulty in developing literacy and mathematics skills
- ❖ has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the class group, despite having an individualised behaviour management programme
- ❖ has sensory or physical needs, and requires additional specialist equipment, or has regular advice or visits by a specialist service
- ❖ has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

When school seeks the help of external support services, those services will need to see the child's records in order to establish which strategies have already been employed and which targets have been set and achieved. The external specialist may act in an advisory capacity, or provide additional specialist assessment, or be involved in teaching the child directly.

Children's files are kept in the Sunshine Room. Each classbase will have an orange ringbinder which will contain current IEPs and outside reports. This information is confidential.

5.6 School request for a Coordinated Assessment

Where a request for a Coordinated Assessment is made by the school to an LA, the child will have demonstrated significant cause for concern. The LA will need information about the child's progress over time, and will also need documentation in relation to the child's special educational needs and any action taken to deal with those needs, including any resources or special arrangements put in place. This information may include:

- ❖ Individual Education Plans for the pupil
- ❖ records of regular reviews and their outcomes
- ❖ the pupil's health including the child's medical history where relevant
- ❖ National Curriculum levels attainments in literacy and mathematics
- ❖ educational and other assessments, for example from an advisory specialist
- ❖ reports from inclusion support teacher or an educational psychologist
- ❖ views of the parents and of the child
- ❖ involvement of other professionals such as health, social services or education welfare service

5.7 Coordinated Assessment of Special Educational Needs

A Coordinated Assessment involves consideration by the LA, working co-operatively with parents, the child's school and, as appropriate, other agencies. The SENCO will consider all the information and will consult with the Educational Psychology Service to decide if a Coordinated Assessment of the child's special educational needs is necessary. A child will be brought to the LA's attention as possibly requiring an assessment through a request by the child's school, from a parent or a referral by another agency.

Where the evidence presented to the LA suggests that the child's learning difficulties have not responded to relevant and purposeful measures taken by the school and external specialists and may call for special educational provision which cannot reasonably be provided within the resources normally available to mainstream schools, the LA will consider the case for a Coordinated Assessment of the child's special educational needs.

The LA may decide that the degree of the pupil's learning difficulty and the nature of the provision necessary to meet the child's special educational needs is such as to require the to determine the child's special educational provision through a Education, Health and Care Plan (EHCP). An EHCP of special education needs will include:

- ❖ The pupil's name, address and date of birth, details of all of the pupils special needs
- ❖ Identify the special educational provision necessary to meet the pupil special educational needs
- ❖ Identify the type and name of the school where the provision is to be made
- ❖ Include relevant information regarding health and social care about the child
- ❖ Include information on non-education provision

All children with an EHCP will have outcomes set for them that have been established after consultation with parents and child. Targets will be set out in an IEP and be implemented, at least in part, and as far as possible, in the normal classroom setting. The delivery of the interventions recorded in the IEP will continue to be the responsibility of the class teacher.

5.8 Annual review of an Education, Health and Care Plan

All EHCP must be reviewed at least annually with the parents, the pupil, the LA, the school and professionals involved. This is to consider whether any amendments need to be made to the description of the pupil's needs or to the special educational provision specified in the EHCP. The annual review should focus on what the child has achieved as well as on any difficulties that need to be resolved.

6. Tracking and Monitoring of Progress

Children's progress will be monitored informally on a daily/weekly basis. Formal assessments will take place every half term, in accordance with our Assessment Policy. These assessments will inform the class teacher and the SENCO of progress made and of any areas that need further intervention or referral to outside agencies. Parents will be fully informed of referrals and of the progress their child is making. The British Picture Vocabulary Score will also be used. Tracking will take place every half term.

7. Admission Arrangements

Parents are welcome to visit the school and discuss their child with the SENCO. Reference should be made to the Admissions Policy for more information.

8. Complaints Procedure

References should be made to the Complaints Policy for more information.