Special Educational Needs & Disabilities Policy

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Date Approved: November 2017
Next Review Date: November 2019
RATIONAL

All members of Clare Community Primary School staff, in conjunction with the authorities (Stour Valley Educational Trust, Governing Body and LA) have a responsibility to ensure that every child has an equal opportunity to attain their maximum potential in all aspects of our broad and balanced curriculum. This is achieved through collective responsibility for raising attainment for all pupils, through inclusive teaching (quality-first teaching), having high expectations for all pupils, and through understanding that every teacher is a teacher of SEND.

This policy has been updated in line with the SEND Code of Practice 2015: 0-25 years. We follow it with regard to the identification and review of pupils with special educational needs:

The Four Key Actions are:
- Assess
- Plan
- Do
- Review

DEFINITIONS OF SEND

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 him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she has a significantly greater difficulty in learning than the majority of others of the same age, or

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.

SEND provision may be triggered when students fail to achieve adequate progress, despite having had access to differentiated teaching. This could be instigated through a discussion with parents or staff (See Appendix 1).

Lack of adequate progress may be indicated by:

- Little or no progress despite the use of targeted teaching approaches and a differentiated curriculum.
- Working at levels significantly below age expectations, particularly in Literacy or Numeracy.
• Presenting persistent emotional and/or behavioural difficulties, which have not been managed by appropriate strategies usually employed.
• Sensory or physical impairments that result in little progress despite provision of appropriate aids or equipment.
• Poor communication or interaction, requiring specific interactions and adaptations to access learning.

Special educational needs may relate to one or more of the following areas of need:
- Communication and interaction;
- Cognition and learning;
- Social, Emotional and Mental Health Difficulties;
- Sensory and physical needs

The following are not considered SEND but may have an impact on progress and attainment:
• Disability (the Code of Practice outlines the ‘reasonable adjustment’ duty for all settings and schools provided under Disability Equality Legislation - these alone do not constitute SEND)
• Attendance and Punctuality
• Health and Welfare
• English as an Additional Language (EAL)
• Being in receipt of Pupil Premium Grant
• Being a Looked After Child
• Being the child of a Serviceman/woman

PARTNERSHIP WITH PARENTS/CARERS

Clare Community Primary School works in partnership with parents. This is a school priority in line with the SEND Code of Practice. We work to enable and empower parents and carers by:
• giving parents and carers opportunities to play an active and valued role in their child’s education
• making parents and carers feel welcome
• encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing
• instilling confidence that the school will listen and act appropriately
• focusing on the child’s strengths as well as areas of additional need
• allowing parents and carers opportunities to discuss ways in which they and the school can help their child
• agreeing targets for their child
• keeping parents and carers informed and giving support during assessment and any related decision-making process about SEND provision
IN VolvEME NT oF PupiLs

We recognise that all pupils have the right to be involved in making decisions and exercising choice (SEND Code of Practice). We endeavour to fully involve pupils wherever possible by including pupils in
- the self-review of their own progress and in setting new School Support targets
- contributing to one page profile

M AnAgEME NT oF  سن WIThIN THE SCHOOL

We recognise that all members of staff are teachers of children with special educational needs. In line with the recommendations of the Code of Practice, the SENDCo at the school is responsible for overseeing the day-to-day operation of the SEND Policy as well as for:
- co-ordination provision for children with SEND
- liaising with and advising teachers
- managing learning support assistants
- overseeing the records on all children with SEND
- liaising with parents of children with SEND
- contributing to the in-service training of staff
- liaising with external agencies
- keeping the Head teacher and the governor with a responsibility for SEND fully informed.

AdMi ssiOn ArrAngeME NTs

No pupil will be refused admission to school on the basis of his or her special educational need. In line with the SEN and Disability Act we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision.

SpEciAl PrOvi ssiOn

The school building has wheelchair access, and two disabled toilets. There are additional rails at two levels of the stairs in the building and stairs and steps are marked for children with visual impairment. Lift access is available for the lower level of the building. Externally, steps to the playing field are marked for visual impairment, and the upper playground is accessible by a ramp with two levels of handrail.

The staff have expertise and have received training in the following areas:
- Autistic Spectrum Disorder (ASD)
- Picture Exchange Communication System (PECS)
- Attachment Disorder
- Literacy and Numeracy Catch-Up
- Selective Mutism
IDENTIFICATION AND ASSESSMENT

We accept the principle that pupils’ needs should be identified and met as early as possible. We adopt the following methods for identification and assessment:

- the analysis of data (start and end of year assessments including EYFS initial and end of Key Stage assessments, reading ages)
- the completion of teacher concern forms
- following up parental concerns
- half/termly teacher-assessments
- tracking individual pupil progress over time
- liaison with feeder schools on transfer
- information from previous schools
- information from other services
- Pupil Progress Meetings (termly)
- School Support Plans Reviews involving children and parents (termly)

The SENDCO maintains a record of pupils identified through the procedures listed and deemed to be at SEND School Support. This record is reviewed at least each term with individual teachers.

For pupils at SEND School Support, an external agency may be involved in the assessment and identification of individual need. Pupils with an EHCP are supported in line with their Plan which is reviewed annually.

An additional register is maintained by the SENDCo of those children identified in collaboration with class teachers, as having Additional Support Needs. These children will be planned for within the normal differentiation in the classroom and they may also attend short term specific additional support groups, (Wave 2 interventions, see Appendix 2). The progress of these CASN (Children with Additional Support Needs) is monitored termly by the SENDCo to ensure needs are being met and progress is being made.

Teachers are responsible for implementing SSPs with learning objectives that are 'SMART' (specific, manageable, attainable, realistic, and timed). Teachers continue to maintain the class SEND and Additional support folders which will include details of assessments, support activities, progress in class and all other relevant information. Teachers review SSP targets each term.

The table in Appendix 2 shows provisions and interventions that are available at Clare Community Primary School for each stage of the graduated approach and against each category of need. Additional support may be triggered when limited progress is being made. For example, if a student is not making progress through Wave 1 provisions, then they may move onto a Wave 2 provision.
LINKS WITH SUPPORT SERVICES

We aim to maintain useful contact with education support services. For pupils at SEN School Support any one or more of the following agencies may be involved.

- Educational Psychology Service (EPS)
- SENDAT (Special Educational Needs and Disabilities Academy Trust)
- Behaviour Support Service (BSS)
- Speech and Language Therapists (SLT)
- Occupational Therapists (OT)
- Early Years Support Team
- Social Services
- Educational Welfare Service
- School Nurse

The SENDCo will maintain links with other SENDCos through the SENDCo network.

TRANSITION

The school makes every effort to pass on information and communicate the needs of children by thorough liaison interviews, contact between SENDCos and exchange of records to ensure continuity of provision and make the transfer of children to new schools smooth and successful.

MONITORING AND EVALUATION OF SEN PROVISION

The effectiveness of our provision for pupils is identified as having SEND is carried out in the following ways:

- classroom observation
- work sampling
- teacher interviews
- informal feedback from all staff
- pupil interview
- pupil tracking
- pupil SSP review meetings and records of review meetings
- movement on the register
- attendance records
MONITORING OF POLICY EFFECTIVENESS

We have identified the following success criteria to enable the Headteacher, SENDCo, Senior Management team and SEN Governor to monitor and evaluate the effectiveness of the policy.

- the SENDCo has regular meetings with the Head teacher and the governor responsible for SEND
- the register is updated at least termly.
- Termly Pupil Progress Meetings inform the tracking procedures of pupils with SEND
- all concerns are followed up as soon as possible
- parents are informed about all expressions of concern
- pupils with SSPs have the targets reviewed a minimum of three times a year
- pupils are aware of their SSP targets
- relevant members of staff are aware of pupil targets
- SSP targets are SMART and written in accessible language
- parents are informed of their child’s targets at parents’ evening and SSP review meetings
- parents’ data collected from parents surveys / questionnaires parents express satisfaction with the provision made
- teachers and support staff are aware of procedures and their responsibilities
- teachers’ weekly plans show evidence of differentiation
- there is evidence of individual pupil progress over time
- SEND issues are included in staff development planning
- the SENDCo has an SEND action plan (linked to the school improvement plan).

COMPLAINTS

Complaints procedure
The majority of concerns from parents, carers and others are handled under the following general procedures. The procedure is divided into four stages:
Stage 1 - A concern is raised informally with a Class Teacher.
Stage 2 - Formal complaint is heard by the SENDCo.
Stage 3 - Complaint is heard by Headteacher.
Stage 4 - Complaint is heard by SVCS Governing Body’s Complaints Appeal Panel.
Appendix 1
SEND Provision Flowchart

**Teacher has cause for concern**

→ **Teacher notifies SENCO**
  (Suggest additional support)

**Parent notifies teacher**

**Parent has cause for concern**

**EXCEPTIONS**
- S&L instant referral via GP
- Anxiety instant referral via Nurse

*At any stage Parents can refer but unlikely without support at school

**ADDITIONAL SUPPORT**
Teacher meets with parents to agree additional support – Wave 2 targeted intervention

→ **Review after 6 weeks (Or at half term)**

**Medical diagnosis / other agencies/ behaviour at point of exclusion**
No Improvement / Data suggests 3 years behind

→ **Teacher informs SENCO**

**SENCO decides to refer**

→ **School support plan in place – Wave 3 specialist**

→ **Review at Parents Evenings**

**Improvement**

Meet with teacher and parent

Review Termly (CT and Parent)

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**Improvement**

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Review Termly (CT and Parent)
# SEN Policy Appendix 2
## Graduated Approach (Asses, Plan, Do, Review)
### Waves of Intervention

<table>
<thead>
<tr>
<th>Area of Need</th>
<th>Wave 1 (Universal Provision)</th>
<th>Wave 2 (in addition to universal provision)</th>
<th>Wave 3 (in addition to universal provision and targeted interventions)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cognition and Learning</td>
<td>Inclusive strategies for ALL learners</td>
<td>Targeted interventions and support for SOME learners</td>
<td>Specialist support for a FEW learners</td>
</tr>
</tbody>
</table>

#### Wave 1 (Universal Provision)
- Quality first teaching throughout the school
- Differentiated curriculum planning
- Working with practical equipment before moving to abstract thinking
- Individual target setting
- Learning objective & Success criteria clearly communicated
- Working walls and tool kits
- Visual aids and artefacts
- Use of ICT
- In-class targeted teacher support
- In-class teaching assistant support within class teaching (small group or individual)
- Individual reading with class teacher or teaching assistant
- Varied grouping, ability but also for providing good role models
- Accelerated Reading in KS2 and KS1 when deemed appropriate
- Collaborative, self- and peer-assessment
- Improved provision of outdoor learning environment
- Access to lunchtime clubs
- Access to extra-curricular activities
- Educational and residential trips
- Half-terminly Pupil Progress monitoring
- Reporting to parents at Parents Evenings; Autumn and Spring
- Written annual report

#### Wave 2 (in addition to universal provision)
- In-class additional targeted teacher support
- In-class additional Teaching Assistant support within class teaching (small group or individual)
- Pre-teaching of vocabulary and concepts
- Additional intervention(s) discussed at Pupil progress meetings to address lack of progress/barriers to learning
- Catch Up Literacy, Catch Up Numeracy
- Homework Club
- Plus 1, Power of 2
- Targets set for interventions and outcomes agreed with class teacher and teaching assistant providing intervention
- Targets shared with child
- Additional use of visual and practical resources
- Additional use of ICT
- Impact of intervention measured
- If no further improvements/ progress the concerns are noted by the class teacher on a ‘Cause for Concern’ form & further progress carefully monitored

#### Wave 3 (in addition to universal provision and targeted interventions)
- Child placed on the Special Needs register
- Parents informed of continuing needs and next steps for Special Needs support
- Assessments, advice and recommendations from outside agencies
- Cognitive skills intervention 1:1
- Advice & support for the class teacher from the SENDCo
- School Support Plan is written with SMART targets (Specific, Measurable, Achievable, Realistic, Time)
- One to one & small group support for reading, reading comprehension, spelling and maths
- Impact of intervention measured
- Review of provision with parents, class teacher, specialist teacher & involved agencies at least termly
- Additional use of special needs visual and practical resources
- Involvement of Outside agencies: SENDAT, Speech & Language
- One to one provision by Special Needs teaching assistants for some pupils with an EHCP or behavioural needs
- Annual review for pupils with an EHCP
- Views of families and child/young person reflected in SSP
<table>
<thead>
<tr>
<th>Communication and Interaction</th>
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</thead>
<tbody>
<tr>
<td>• Differentiated curriculum planning, activities, delivery &amp; outcomes e.g., simplified language, key words on working wall and on spelling lists</td>
</tr>
<tr>
<td>• Structured school &amp; class routines</td>
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<tr>
<td>• Use of visuals/ICT to make learning more visual</td>
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<tr>
<td>• Visual timetables</td>
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<tr>
<td>• Talking/Learning partners</td>
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<tr>
<td>• Visual timetables (individual)/now and next boards</td>
</tr>
<tr>
<td>• Visual cues</td>
</tr>
<tr>
<td>• Speech and Language skills interventions</td>
</tr>
<tr>
<td>• Individual working station</td>
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<tr>
<td>• Intervention groups by trained Language and Communication teaching assistant</td>
</tr>
<tr>
<td>• Involvement of outside agencies: SENDAT, Speech &amp; Language</td>
</tr>
</tbody>
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<tr>
<th>Social, Emotional and Mental Health</th>
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<tbody>
<tr>
<td>• Consistent, positive behaviour policy implemented throughout the school</td>
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<tr>
<td>• Whole school rules, rewards &amp; consequences: Golden book, Head teacher’s award</td>
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<td>• Clear consistent whole school expectations and aspirations</td>
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<tr>
<td>• Lunchtime clubs</td>
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<tr>
<td>• Policies: Behaviour, Anti Bullying, Child Protection, e-Safety</td>
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<tr>
<td>• Individual reward charts</td>
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<tr>
<td>• Behaviour chart</td>
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<tr>
<td>• Home/school diary</td>
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<tr>
<td>• Time out</td>
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<tr>
<td>• Individual working station</td>
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<tr>
<td>• Behaviour Support Service – advice, recommendations, work with parents/carers</td>
</tr>
<tr>
<td>• Parenting Courses</td>
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<tr>
<td>• Educational Psychologist-assessment, advice &amp; recommendations</td>
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<tr>
<td>• Child and Mental Health Service (CAMHS) – assessment, advice &amp; recommendations</td>
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<tr>
<th>Sensory and/or Physical Needs</th>
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<tbody>
<tr>
<td>• Staff are aware of needs/impairment/disability/medication or emergency treatment or procedures</td>
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<tr>
<td>• Whole staff training for emergency treatment e.g., EpiPen use • Appropriately trained staff e.g., Paediatric first aider</td>
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<tr>
<td>• Administration of medicines procedures e.g., Consent forms filled in by parents</td>
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<tr>
<td>• Bathroom facilities</td>
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<tr>
<td>• Accessible grounds and building e.g., slopes as alternative to stairs and a lift</td>
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<tr>
<td>• Risk assessments completed as appropriate e.g., off-site visits</td>
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<tr>
<td>• Advice/recommendations from school nursing team/medical team/sensory support team</td>
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<tr>
<td>• Health Care Plan/Risk Assessment in place</td>
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<tr>
<td>• Training for named staff for administration of medication.</td>
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<tr>
<td>• Staff follow recommendations from medical team</td>
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<tr>
<td>• Specialist pencils, pencil grips, laptops, table slopes</td>
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<tr>
<td>• Handwriting support</td>
</tr>
<tr>
<td>• Involvement of outside services for advice and recommendations: School Nurse, GP, Occupational Therapist, Hearing/Visual Impairment Team, etc.</td>
</tr>
</tbody>
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