



Children with
Disabilities and/or
Special Educational
Needs
Policy

Document Control

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Introduction

All Derbyshire schools are supported by the LA to ensure that all children, regardless of their specific needs, make the best possible progress within school. All schools are supported to be as inclusive as possible, with the needs of children with Special Educational Needs and Disabilities (SEND) being met in a mainstream setting wherever possible. Individuals will often have needs that cut across several areas and their needs may change over time.

The four broad 'areas of need' are **Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health Difficulties and Sensory and Physical Needs**.

It is every child's right to access all areas of the curriculum (including extra-curricular activities) and to access every area of the school. For some children, this will require following the graduated response as set out in the Special Educational Needs (SEN) Code of Practice (issued 2015). The ultimate aim is for each child to accelerate their learning and work towards attaining appropriate achievements in all areas of the curriculum and further, to be fully integrated into all aspects of school life.

The Local Offer

The *Children and Families Bill* came into effect in 2014. From this date, Local Authorities and schools were required to publish and keep under review information about services they expect to be available for children and young people with SEND aged 0-25. This is the 'Local Offer'.

The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area.

The School SEND Information Report

It is the legal duty of the school to publish this online and it should utilize the Local Offer to meet the needs of SEND children as determined by school policy and the provision that the school is able to meet.

Aims and objectives

At Wirksworth Federation of Infant Schools (the Federation) we embrace the fact that every child is different and therefore, the educational needs of each child are also different; this is certainly the case for children who require special educational provision.

Support takes the form of a cycle through which decisions and actions are revisited to gain a growing understanding of each child to ensure good progress and secure good outcomes.

We endeavour to monitor all children who are not making adequate progress in the four broad areas specified in the SEND Code of Practice.

- We work closely with all parents/carers to listen to their views in order to build on children's previous experiences, knowledge, understanding and skills so that they develop in all aspects of the curriculum.
- Careful monitoring of the progress of all children enables early identification of any child who may require additional or different provision to be made, through child tracking, teacher assessment and review of targets.
- We believe in equal opportunities and try to meet the physical, emotional and intellectual needs of all our children. This policy should therefore be read alongside our policy for equal opportunities.
- We are committed to overcoming potential barriers to learning and assessment for individuals and groups of children by setting suitable learning challenges.
- Children with SEND are fully integrated into the life of the Federation and the curriculum, we recognise the strengths of every individual as well as any areas for development, and ensure all contribute in the social and cultural activities of the Federation.
- Parents/carers are encouraged to discuss any issues and concerns with the class teacher (in the first instance), Special Educational Needs Co-ordinator (SENCO) Sarah Waller, Headteacher Jo Poyser, as well as other multi-agency professionals as appropriate.

Co-ordination of SEN provision

The **SENCO** is responsible for overseeing the provision for SEN in the Federation.

The SENCO will:

- co-ordinate Federation provision for children with SEND.
- ensure that teachers and TAs have an understanding of the strategies to identify and support under achieving children.
- contribute to the Continuing Professional Development (CPD) of the staff.
- work with the Headteacher to ensure that interventions are delivered by staff who have sufficient skills and knowledge.
- assist TAs and class teachers with further advice on assessments and the effective implementation of support.
- ensure there is liaison with parents/carers and other professionals in respect of children with SEN.

- work with the Headteacher to manage Special Educational Needs Teaching Assistants (SENTAs).
- liaise with, advise and support other practitioners in the Federation.
- work with staff as required to revise, adapt, replace and plan the next steps for each child in the light of evaluations of strengths and difficulties (usually done through regular IEP review meetings).
- ensure that relevant background information about children with SEND is collected, recorded, updated and organised in an accessible place.
- liaise with all external agencies including the Local Authority (LA), educational psychology services, health and social care services and other appropriate specialist services with expertise in specific areas of SEND.

CLASS TEACHERS are responsible and accountable for the progress and development of all children in their class.

Class Teachers will:

- meet the needs of the majority of children by **Quality First Teaching**, this is differentiated teaching where outcomes are reviewed regularly.
- be responsible for the support of children even when a child is undertaking targeted provision out of the classroom.
- work closely with TAs and all specialist staff to plan and assess impact linked to classroom teaching.
- provide targeted support in collaboration with children and parents/carers.
- plan for the consolidation of skills acquired in support sessions within class work and daily lessons.

GOVERNORS are involved in developing and monitoring the policy. They are kept up to date and knowledgeable about the provision, deployment of funding, equipment and personnel resources.

Admission arrangements

The admission arrangements are the same for any child, regardless of any disability, and are administered by the LA.

All children with SEND play a full part in the daily life of the Federation and are encouraged to join in all activities. If additional provision is necessary, the parents/carers are always informed.

Allocation of resources

- Differentiated tasks, modified equipment and modified teaching materials are provided in lessons where appropriate.

- Children with Education Health Care Plans may be allocated extra teaching time from Support Services for Special Educational Needs (SSSEN) staff and will receive support time from a Federation funded teaching assistant.
- Provision for supporting children with special educational needs is reviewed annually and is included in the School Improvement Plan.
- The provision of additional support is made as appropriate.
- As and when required children have access to Nurture Group. There are also resources in the Federation that staff can utilise in order to support children with disabilities and special needs.
- Provision for training staff is included in the School Improvement Plan. Any specific needs arising as a result of identified needs during a year are treated as a priority.
- Induction procedures exist for Newly Qualified Teachers, new staff and student teachers into the Federation's policy and procedures for SEND.
- The SENCO continues to develop specialist knowledge through appropriate internal and external training and by working with outside agencies.

Identification and assessment

- We are committed to the early identification and intervention of children who may have SEND.
- More detailed observations are made in a variety of contexts by Federation staff and outside agencies, as well as careful monitoring of the curriculum. We liaise with parents/carers/agencies and any other previous schools to obtain background information with the aim of developing a full picture of how to support the child best.
- **School Support (SS)** - if Federation staff identify a child who may have SEND it may be necessary to devise a plan of appropriate targets or Individual Education Plan. (IEP) This sets out any arrangements that are additional to and different from the usual curriculum. The teacher liaises with the SENCO, parents/carers and specialist agencies as appropriate, to set targets and discuss strategies for support. These are written in child-friendly language, they are shared with the child and reviewed approximately every six weeks, or as appropriate in each individual case.
- Adjustments, interventions and support are agreed with the SENCO, class teachers, children and parents/carers.
- Further advice and professional support may be sought from outside agencies and implemented as is considered necessary for the individual needs of the child.
- **Specified Individual Support** -this type of support is available for children whose learning needs are severe, complex and lifelong.
- If adequate progress is not made after a substantial period of intervention and review, the teacher, in consultation with the parents/carers, may conclude that further support and advice is needed. In such cases, outside

professional help from services such as health, Social Care, Behaviour Support service or the Education Psychological service may be involved with the child. New targets will be drawn up in consultation with all involved.

- Our IEPs are continually under review to ensure that the targets set provide success for the child and progress is made. All IEP's are kept in the classroom and are accessible to all staff involved who teach/support that child. All new targets are discussed with the children, parents/carers and all Federation staff involved before being implemented.
- **Education Health Care Plans** - in a very few cases it may be necessary for the Federation to consider, in consultation with the parents/carers and any outside agencies involved, whether a statutory assessment should be considered. We follow LA guidance closely when making any such decisions. If, in rare cases, the child's needs are considered to be sufficiently severe and complex, an Education Health Care Plan may be issued by the LA, providing additional funding and clear objectives for the child which are reviewed formally on an annual basis.
- Existing Statements of SEND are being phased out in favour of EHCs which are reviewed annually in accordance with the SEND Code of Practice.

Records

- Assessments are tracked by the Federation's senior leaders and the child's class teacher.
- Class teachers show how each child is supported during the week and by whom on their lesson plans.
- The SEND policy is subject to a regular cycle of monitoring, evaluation and review.

Inclusion

- We strive to create a sense of community and belonging for all our children. We have an inclusive ethos with high expectations and suitable targets, a broad and balanced curriculum for all children and systems for early identification of barriers to learning and participation.
- All information gained is used to support planning in order to aid progress.

Evaluation procedures

- We continually review and report on the effectiveness of the policy. This includes the numbers of children identified at each stage and their progress, and the impact on the levels of parent/carer involvement, materials and equipment used, resource allocation, liaison with other educational

establishments, details of the staff's continual professional development and our priorities for the year.

- The Headteacher and SENCO observe classroom practice and planning, analyse child tracking data and monitor the progress of children with SEN.

Procedures for concerns

- We endeavour to do our best for all children but if there are any concerns we encourage those concerned to approach the class teacher (in the first instance), the SENCO, the Headteacher or the SEN Governor and a response will be made as soon as possible.
- Parents/carers are kept regularly informed about support, advice and information on offer from different Derbyshire organisations who may be able to offer additional help.

Links with other agencies

- The Federation is committed to involving parents/carers whenever it is practically possible. This is a commitment to all parents/carers, but is especially important in the case of those whose children are identified with SEND.
- Records of all children are sent to the receiving educational establishment for their attention. The SENCO endeavours to discuss with receiving staff any children identified as needing additional or different provision to enable the continuity of appropriate support. Close links have been established with SENCOs and other professionals to enable effective support procedures to be established.
- We believe that effective action on behalf of children with SEND depends upon close co-operation between all agencies involved.

Partnership with parents/carers

- Parents/carers are notified early if we have any concerns and there is always a willingness to listen to issues brought forward for discussion.
- We share information with parents/carers in informal conversations and individual meetings.
- Parents/carers are invited to review meetings to discuss progress and to be involved in setting targets with appropriate intervention strategies to help the child both in school and at home.
- Parents/carers are encouraged to use the Advice and Support for SEND or to bring an appropriate relative/friend to meetings if they wish to do so.
- We promote a culture of co-operation between parents, schools, LAs and others. This is important in enabling anyone with SEN to achieve their full potential.

- We respect the differing perspectives of all parties concerned with children with SEN and seek constructive ways of reconciling different viewpoints.
- We respect the differing needs of parents/carers such as a disability or communication and linguistic barriers.

Child participation

- Children participate, where possible, in all the decision making processes, including setting targets and contributing to their IEPs, discussing their choices, assessment of needs and in the review procedures. Regular tracking will ensure children are kept informed of their academic progress and next steps.
- The Intimate Care Policy will ensure that children with physical disabilities are treated with respect and maintain their personal dignity at all times. Personal intimate care plans will be drawn up for children who require them.

Specific transition arrangements

- Staff liaise with both pre-schools and junior schools during the period before transition to and from the Federation.
- SENCOs from both the pre-school and junior school are invited to and attend relevant meetings as appropriate.
- Additional visits are arranged by the SENCO and Nurture Teacher to accompany children from the Federation moving to junior school
- Liaison includes discussion about and observation of any children with additional needs and any further action deemed necessary from this, to ensure a smooth transition between schools for the child and continuity of support for their needs.

Monitoring and review

The Headteacher monitors and reports to the Governing Body on the effectiveness of this policy on a regular basis and makes recommendations for further improvements.

This policy will be reviewed in accordance with the Federation's monitoring and review cycle. The Governing Body may, however, review the policy earlier than this in response to new regulations or if they receive recommendations on how the policy might be improved.