

West Exmoor Federation



Policy to Promote the Successful Inclusion of Pupils with Special Educational Needs and Disabilities

Updated in November 2016

Policy to promote the successful inclusion of pupils with special educational needs and disabilities within the West Exmoor Federation

Within the West Exmoor Federation, we are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils whatever their needs or abilities. Not all pupils with disabilities have special educational needs (SEN) and not all pupils with SEN meet the definition of disability but this policy covers all of these pupils.

‘Pupils have Special Educational Needs if they have a physical, emotional or learning difficulty which calls for enhanced provision to be made for them.’

‘Pupils 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 schools in the area ‘.

The specific objectives of our SEN policy are as follows:

- to identify pupils with special educational needs and disabilities and ensure that their needs are met;
- to ensure that children with special educational needs and disabilities join in with all the activities of the federation whenever reasonably practical;
- to ensure that all learners make the best possible progress;
- to ensure parents are informed of their child’s special needs and provision and that there is effective communication between parents and school;
- to ensure that learners express their views and are fully involved in decisions which affect their education;
- to promote effective partnership and involve outside agencies when appropriate.

The success of the federation’s SEN policy will be judged against the aims set out above. Annual success criteria will be reviewed and reported to the Governing Body Annually by the SEND team. The Governing Body will ensure that it makes appropriate special educational provision for all pupils identified as in need of it.

The named SEND coordinator (SENDCo) for the West Exmoor Federation is Jayne Peacock. Julia Pring is the Assistant SENDCo. A member of the Governing body (Victoria Squire) takes a special interest in SEND, but the Governing Body as a whole is responsible for making provision for pupils with special educational needs.

The Governing Body has agreed with the LEA **admissions criteria**. This does not discriminate against pupils with special education needs or disabilities, and its admissions policy has due regard for the guidance in the Code of Practice. Parents or carers seeking the admission of a pupil with mobility difficulties are advised to approach the schools within the Federation well in advance so that consultations can take place. Whilst the schools have some facilities for pupils with mobility difficulties, it would be necessary to improve access to certain areas of the buildings should the need arise.

Identification and Assessment of special educational needs

The West Exmoor Federation is committed to early identification of special educational need and adopts a graduated response to meeting special educational need in line with the Code of Practice 2014. A range of formative and summative assessment is carried out in line with our Assessment and Reporting Policy for all pupils. If assessments suggest that the pupil is not making expected progress, or the class teacher has other concerns, or the parents/carer of a pupil express concern that their child may have additional needs, evidence is collected in accordance with our SEND Provision Matrix (see appendix). The class teacher will consult with the SENDCo and parents/carers in order to decide whether additional and/or different provision is necessary. This may be in class or through targeted 1:1 or small group intervention. Where the child's needs are still not met, the class teacher will refer to the SEND team, who will decide whether additional provision is necessary. If the need is agreed the pupil will be added to the SEND Register and a DAF-1 should be completed. There is no need for pupils to be registered or identified as having special educational needs unless the federation is taking additional or different action. Pupils who have disabilities but no special needs will be recorded on the federations' Medical Register.

Provision/action that is additional to or different from that available to all will be recorded within 'My Plan' (DAF-2). This will be written by the Class Teacher in consultation with SENDCo and involving pupils, parents/carers. It may also involve consultation and advice from external agencies if referral is considered necessary.

My Plan will set SMART targets for the pupil and will detail:

- the short-term targets set for or by the child;
- the teaching strategies to be used;
- the provision to be put in place;
- when the plan is to be reviewed;
- success and/or exit criteria.

My Plan will be reviewed every term (just prior to the half-term break) and the outcomes will be recorded. Pupils will participate fully in the review process according to their age and abilities. Parents/carers will also be invited to participate in the target-setting and review process, together with any other relevant professionals.

If the federation has evidence that a pupil is making insufficient progress despite significant support and intervention through My Plan, a request can be made for additional funding through DAF3 to support an Education Health and Care Plan (ECHP). All professionals involved with the pupil will be involved in this process. Pupils and parents will also be fully involved and kept informed about the involvement of external agencies and proposed interventions.

For pupils who have an existing statement of SEN, the Devon Local Transition Plan will be followed to provide a phased transition from a Statement of SEN to an ECHP. When pupils are due to transfer to another phase, planning for this will be started in the year prior to the year of transfer. Advanced planning for pupils in Year 5 will allow appropriate options to be considered. The SENDCo will liaise with the SENDCo at Ilfracombe Academy (or any other relevant secondary school) to ensure that effective arrangements are in place to support pupils at the time of **transfer**.

When pupils move to another school their records will be transferred to the next school within 15 days of the pupil ceasing to be registered, as required under the Education (Pupil Information) Regulations 2000.

The federations' **complaint procedures** are set out in our school prospectus and on the federation website. The child's class teacher will work closely with parents at all stages in his/her education and should be the first port of call in case of any difficulty. Parents of pupils with SEN or disabilities whose concerns cannot be resolved by the usual procedures can request independent disagreement resolution. The federation will make further information about this process available on request.

The schools within the federation carry out an annual SEND audit of individual pupil needs and **training** needs for all staff, taking into account federation priorities as well as personal professional development. The schools are allocated funding from the Standards Fund each year which may use to meet identified needs. Particular support will be given to NQTs and other new members of staff.

The federation will provide information about the **Parent Partnership** Service to all parents of children with special educational needs. Parents/carers of any pupil identified with SEND may contact the Parent Partnership Service for independent support and advice.

External support services play an important part in helping the federation identify, assess and make provision for pupils with special education needs. The federation receives regular visits from the nominated Education Welfare Officer and Educational Psychologist for the area. In addition the federation may seek advice from specialist advisory teaching services for pupils with sensory impairment or physical difficulties. Liaison meetings between the Foundation Stage teachers and Playgroup Leaders are held to ensure a smooth start to school for children in the Foundation Stage. The speech and language therapist contributes to the reviews of children with significant speech and language difficulties

Appendix: Triggers for DAF 1/DAF 2 (My Plan)

A DAF1 /DAF2a (My Plan) is triggered when a pupil:

- Needs support additional to or different from that normally provided through the normally differentiated curriculum;
- Has made little or no progress as a result of normal curriculum input and teaching approaches have targeted identified areas of weakness;
- Shows signs of difficulty in developing Literacy and mathematics skills which result in poor attainment in some curriculum areas;
- Presents persistent emotional or behavioural difficulties, which are not ameliorated by behaviour management techniques usually employed within 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.

A DAF 2b (EHCP) is triggered when a child:

- Continues to make little or no progress in specific areas over a long period despite support through DAF2 (My Plan);
- Continues working at national curriculum levels substantially below that expected of pupils 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 pupil's own learning or that of the class group, despite having an individual behaviour management programme;
- Has sensory or physical needs and requires additional specialist equipment or 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.

A DAF 3 (Request for additional funding) is triggered when:

- Funds allocated through Element 1 (Core Educational Funding) and Element 2 (Additional Support) have been fully allocated and further funding is required to meet needs