

Littletown J I& N School

Special Educational Needs and Disability (SEND) Policy

E-mail: office@littletownschool.com

School Website: www.littletownschool.org.uk

Headteacher: Mrs Fiona Cullivan- Ward

Contacts

Special Needs Co-ordinator: Miss Helen Chilton (PGCE SENCO award) or in her absence Mrs Sarah Wensley (PGCE SENCo award)

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Introduction

At Littletown School, we have an inclusive ethos, we have high aspirations for every child in our school and we aim for them to reach to their full potential. Every teacher believes that they are all teachers of pupils with Special Educational Needs or with a disability (SEND). As a tribute to our inclusivity, our school has gained the Kirklees Inclusion Award (KIQS) and the Basic Skills Quality Mark. We believe early identification and intervention is the key to ensuring that our children gain the best possible start to their school journey and beyond.

This policy complies with the statutory requirements in the SEND Code of Practice 0-25 2014 and should be read in conjunction with the following guidance, information and policies:

- The Equality Policy
- The Accessibility Plan
- The school's SEN information on the school website (SEN report)
- The LA guidance - 'Children and Young People with SEN; Guidance-School Based Support'
- Statutory guidance on Supporting Pupils at School with Medical Conditions (April 2014)
- The Safeguarding Policy
- Behaviour policy
- Phoenix Room Policy

In accordance with the overarching principle of the new Code of Practice, this policy has been co-produced with: Miss Chilton (SENCO), Mrs S Wensley (previous SENCO), Mrs Fiona Ward (head teacher) and approved by the Governing body, teachers and the schools SEND working party.

Long Term Aims of this Policy

At Littletown School we aim to:

- Work within the guidance laid down in the SEND Code of Practice 2014
- To identify and put in place appropriate provision for pupils who have SEND and additional needs
- To operate a whole school approach to the management and provision of support for SEND that takes into account all of a pupil's needs (using the assess, plan, do, review model)
- To ensure that parents/carers have a clear understanding of how the school supports children and young people with SEN, and their own involvement in this
- To provide an appropriately qualified and experienced SENCO in post who can ensure that the SEN policy is put in to practice
- To provide support and advice for all staff working with SEND pupils

Identification of SEN

Children and young people are identified as having SEN if they do not make adequate progress through quality first teaching. Quality, inclusive teaching is an expectation within all classrooms, with work and resources matched to meet the needs of all children. However, some children need additional support therefore appropriate provision and interventions are used and monitored by class teachers with the support of the SENCO.

The school SEN information page can help to answer any parent's questions with regards to the identification of SEN.

The CODE specifies four broad areas of need:

- Communication and Interaction (Including Autism Spectrum Disorder)
- Cognition and Learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

***The CODE no longer allows for identification of behaviour to describe SEN; however behavioural difficulties identified may be an indicator of an underlying wider need (above).**

Other factors may impact on progress and attainment: attendance and punctuality, English as an Additional Language, being a Looked After Child, health and welfare, being in receipt of Pupil Premium and Disability. (The Equality Act and the Code of Practice state that schools and settings have a duty to make 'reasonable judgements'- these alone do not constitute SEN).

Graduated, Whole School Approach to SEN Support

Class teachers are accountable for the progress and development of children and young people in their class. They oversee the work of any support staff in their lessons and collaborate with any specialist staff. Their planning takes additional adult support into account and is discussed/shared with those staff. **However any intervention and support does not replace high quality teaching.** The school may decide, in collaboration with the parent/carer, to place a pupil on the SEN register at SEN support.

At Littletown, assessment is on-going and takes place within lessons. More formal assessments take place every half term. Pupil progress interviews take place with all staff where the progress of every child is discussed and provision is adapted. Through such reviews, children may be identified as having special educational needs because they are not making adequate progress despite quality teaching and learning experiences. For some children identified as having SEN, further assessments may take place in order to understand and support their needs further. Such assessments may be undertaken by outside agencies such as speech and language therapists dependent upon the child's need.

SEN Support

Every child on SEN support has a different profile of needs and we adopt a personalised approach to ensure that we meet those needs recorded on a provision map or Learning Passport. In accordance to LA guidance, if a child's needs are more complex, we will use a My Support Plan to record outcomes, provision, resources and strategies in place. We work closely with outside agencies to ensure that their strategies are deployed in school and accurate feedback can be given.

Education Health and Care Plan (EHCP)

Some children and young people on the SEN register may have more significant SEN, and there may be a number of specialist services involved with the child and their family. As a result of the monitoring cycle, it may be felt that they are not making the expected progress towards identified outcomes, despite the relevant and purposeful action taken to identify, assess and meet their needs, and if so a request can be made for an **Education, Health and Care Plan (EHCP)** which will bring together health and social care needs, as well as their special educational needs and provision. Children and young people with an EHCP continue to be the responsibility of the teacher and may access some further intervention or support within school; this can be identified on the class provision maps. Their progress will be monitored by the school and also through an annual review, where the outcomes on the EHCP will be considered.

Criteria for exiting the SEN register

Children and young people are monitored regularly both as part of the whole school monitoring process, but also in terms of their additional support. Decisions about whether a child should remain on the SEN register are made in partnership with parents/carers at the end of each monitoring cycle. As advised by the LA, the SEN register is a fluid document where children regularly move up and down the graduated approach of the SEN register and can come off, when in agreement with teachers and parents.

Supporting Pupils/Students and Families

We aim to work in partnership with our parents and families and to ensure that they are fully informed about all matters relating to their child's SEN. Our SEN report is on our website and is updated regularly, and we guide parents towards the LA offer for information about wider services.

In addition to information about the personalised support that we offer their child, we also provide information about;

- Our admission arrangements
- Our links with other agencies
- Our arrangements for access during assessments
- Our transition arrangements
- Our school policy on managing medical conditions of pupils

All of the information above can be found on our school website or within school on visit.

Supporting Pupils at School with Medical Conditions

A Littleton School we recognise that the children and young people at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children and young people with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Some children with medical conditions may have SEN and may have a statement, or Education Health Care Plan (EHCP). If so the SEND Code of practice (2014) is followed.

Our Managing Medical Conditions Policy can be found on our school website and in school.

Monitoring and Evaluation

Our monitoring and evaluation and cycle is embedded into school practice and is a continual cycle of review aimed at improving the provision and outcomes for all pupils.

Resources

a) Funding for SEN

All schools receive an amount of money to support children and young people with special educational needs. This is provided as part of the schools' block formula allocation. It is the responsibility of each school to ensure that they have a 'notional budget' which caters for the special educational needs of the children and young people within their school. The Education Funding Agency describes the funding available within schools for SEN pupils as being made of three elements:

Element 1: Core Educational Funding	Mainstream per pupil funding (AWPU)
Element 2: School Block Funding	Contribution of up to £6k for additional support
Element 3: High Needs Top Up	Top up funding from the LA to meet the needs

The amount of money in the schools' block funding identified for **Element 2** is based on a formula which is agreed between the schools and the Local Authority. Schools receive an annual school block made up of a number of elements in order to enable them to support special educational needs within the school and specifically to fund the first £6000 of a pupils SEN support.

Additional resources for individual statements and EHC plans - Element 3 are allocated by **top up funding** from the High Needs block budget. The level of top up funding for each pupil is allocated at four levels; A B C or D depending in the type and level of need of each pupil. High Needs pupils with EHC plans are therefore supported by a combination of school block funding (Element 2) and High Needs top up funding (Element 3).

b) Workforce Development

An induction process is in place for all teachers and support staff and this includes a meeting with the SENCO to explain the systems and structures in place to support the needs of the individual child.

The training needs of staff are identified, a programme of development is in place, and all staff is encouraged to access this.

The schools SENCO regularly attends the LA's SENCO network meetings in order to keep up to date with the local and national issues and changes to practice in SEND.

The Spenborough Valley Trust of schools are working together to create an SEN working party.

The school is a subscriber to NASEN which supports the school in evaluating, modifying and keeping up to date with current practice.

Roles and Responsibilities

- The SEN Governor is Mrs Subha Ali. She meets with the SENCO once a half term to monitor the SEN practice and look at the progress of SEN children within school.
- The school employs 12 support staff. They carry out a range of roles across the school including; an inclusion worker, HLTA, cover supervisor and educational support assistants (some working specifically with children who are SEN). They work closely with the class/subject teachers who oversee their work and plan with them.
- The Designated Safeguarding Lead is Mrs Fiona Cullivan-Ward and the Deputy Designated Safeguarding Leads are Mrs Sarah Wensley, Miss Helen Chilton and Mrs Emma Evans.
- The member staff responsible for Children who are Looked After is Mrs Fiona Cullivan-Ward
- The staff responsible for managing the school's responsibility for meeting the medical needs of pupils/students are Mrs Fiona Cullivan-Ward and Miss Helen Chilton, supported by Mrs Andrea Lister.

Storing and Managing Information

All documents relating to children and young people on the SEN register are stored on the school network and can only be accessed by using a staff log in. Every child on the SEN register has a file that is kept in the SLT office, in a locked cupboard where copies of documents can be found including outside agency reports and advice. When a child leaves Littletown JIN School, their file is passed on to the next school alongside a careful transition meeting.

Please also refer to:

- Data Protection Policy

Reviewing the Policy

We will review this policy annually within the school policy review cycle or as legislation changes.

Accessibility

We have an Accessibility Plan that addresses the improvement of access to:

- The Curriculum
- The physical environment
- The provision of information

The plan is reviewed annually, barriers are identified, and plans put in place to remove them. The Accessibility Plan can be found on the school website and within school.

Dealing with complaints

We have a clear complaints procedure in place within school and the LA Kirklees complaints procedure.

Bullying

At Littletown JIN School we have a whole school approach to mitigating the risk of bullying, and developing independence, building resilience in our children with SEN. Refer to the school's Safeguarding and Behaviour policy found on the school website and in school.