



# **East Harling Primary School and Nursery**

## **Special Educational Needs and Disabilities Policy**

**Date Agreed by Governing Body: 22.2.18**

**Review Date: Feb 2019**

# East Harling Primary School and Nursery

## Policy on Special Educational Needs and Disabilities (SEND)

This policy was reviewed and updated in February 2017 in line with the new Code of Practice 0-25. In the spirit of current SEND reforms it has been developed in collaboration with the SENDco with the SEND governor, in liaison with the SLT and all staff and parents of pupils with SEND. It pays regard to the following guidance and documents:

- Equality act 2010: advice for schools
- SEND Code of Practice 0-25 (2014)
- Schools SEND information report regulations
- Statutory guidance on supporting pupils at school with medical conditions (April 2014)
- The National Curriculum 2014
- Safeguarding policy
- Teachers' standards 2012

The school SENDco is Miss Sheli Blackburn, who is also the Deputy Head. Miss Blackburn has completed two post graduate certificates in SEND at master's level, a new SENDco course hosted by Sheringham Teaching School and the National Award for Special Educational Needs Co-ordination.

You can contact Miss Blackburn in the following ways:

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### 1 Introduction

East Harling Primary School and Nursery provides a broad and balanced curriculum for all children. The National Curriculum is our starting point for planning that meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs; all teachers at East Harling are teachers of children with special educational needs (SEND).

We believe that all children have an equal right to a full and rounded education that will enable them to reach their potential. We use our best endeavours to secure special educational provision for pupils whom this is required, that is additional to and different from that provided within a differentiated curriculum. At times we may seek support from external agencies to respond to the four areas of need identified in the new Code of Practice (September 2014):

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory/physical

### **What are special educational needs?**

A child or young person has special educational needs if he or she has 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
- has 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 or mainstream post-16 institutions

### **Code of Practice 2014**

Children may have special educational needs either throughout, or at any time during their school career. Some children may join the Nursery or Reception class with a range of needs already identified and the special educational needs assessment process already begun. This policy details how teachers take account of children's needs and make additional provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively in the school's curriculum.

This policy ensures that curriculum planning and assessment for children with SEND takes account of the type and extent of the difficulty experienced by the child. At East Harling Primary School we ensure that teachers are confident to identify and provide for children with SEND, supported by trained teaching assistants.

The Disability Discrimination Act identifies the fact that some pupils with disabilities may have learning difficulties that call for special educational provision. However, not all children defined as disabled will require this provision. A child with asthma or diabetes, for example, may not have special educational needs, but may still have rights under the Disability Discrimination Act. We will assess each child as required, and make the appropriate provision, based on their identified needs.

## **2. Aims and objectives**

The teaching and support staff of East Harling Primary School and Nursery aim to work together as a team to lift all barriers to learning for all our children. We support the ethos of inclusive schooling and believe that education should be available to all.

**As a school, we aim:**

- to create an environment that meets the special educational needs of each child;
- to ensure that our children have a voice in this process;
- to request, monitor and respond to parents'/carers' and pupils' views in order to evidence high levels of confidence and partnership;
- to use a graduated approach to ensure that the special educational needs of children are identified, assessed and provided for;
- to ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development;
- through reasonable adjustments, enable all children to have full access to all elements of the school curriculum;
- to consult with health and social care professionals to ensure that we are able to best meet the needs of individuals;
- to work in collaboration with the other schools, within the cluster and beyond, to ensure productive partnerships.

We aim to identify the needs of children with special educational needs at the earliest point, using a graduated approach (see appendix 1). We work to reward the achievement of all pupils in school and recognise the importance of this for children with special educational needs.

Partnership with parents plays a key role in enabling children with special educational needs to achieve their potential. The school recognises that parents hold key information about their child's needs and the best ways of supporting them. All parents of children with special educational needs will be treated as partners and supported to play an active and valued role in their child's education.

Children with special educational needs often have a unique knowledge of their own needs. They may have views about what sort of help they would like in order to make the most of their education. They will be encouraged to participate in the decision making processes and contribute to the assessment of their needs, the review and transition process.

## **2 Educational inclusion and equal opportunities**

At East Harling School and Nursery, we aim to offer excellence and choice to all our children, whatever their ability or needs. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community: we have high expectations of all our children. Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations;
- require different strategies for learning;

- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences.

Teachers respond to children's needs in a variety of ways, for example by:

- providing support for children who need help with communication, language and literacy;
- planning to develop children's understanding through the use of all their senses and of varied experiences;
- planning for children's full participation in all areas of learning;
- helping children to manage their behaviour and to take part in learning effectively and safely;
- helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.

### **The role of the SENDco at East Harling**

In our school, the Special Educational Needs Coordinator's (SENDco) responsibilities include:

- managing the day-to-day operation of the policy;
- co-ordinating the provision for and managing the responses to children's special needs;
- supporting and advising colleagues;
- overseeing the records of all children with special educational needs;
- liaising with parents and carers of children with SEND;
- liaising with external agencies and other support agencies;
- monitoring and evaluating the special educational needs provision, and reporting to the governing body;
- managing a range of resources, both human and material, to enable appropriate provision to be made for children with special educational needs;
- contributing to the professional development of all staff.
- ensuring that Individual Educational Plans are in place where appropriate and that these are reviewed termly.

## **5 The role of the governing body**

The governing body has due regard to the Code of Practice 2014 when carrying out its duties toward all pupils with special educational needs.

The governing body does its best to secure the necessary provision for any pupil identified as having special educational needs. The governors ensure that all teachers are aware of the importance of providing for these children. They consult the LA and other schools, when

appropriate. The governing body ensures that parents or carers are notified of any decision by the school that SEND provision is to be made for their child.

The governing body has identified a governor to have specific oversight of the school's provision for pupils with special educational needs. The 'responsible person' in this school is the headteacher. The headteacher ensures that all those who teach a pupil with an EHCP or statement of special educational needs are aware of the nature of the statement.

The SEND governor ensures that all governors are aware of the school's SEND provision, including the deployment of funding, equipment and personnel.

## **6 Allocation of resources**

The headteacher is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with Statements of Special Educational Needs or Education, Health Care Plans.

The headteacher informs the governing body of how the funding allocated to support special educational needs has been employed. The headteacher and the SENDco meet at least annually to agree on how to use funds directly related to delivering provision identified in Statements or Education, Health Care Plans.

All funding for SEND in mainstream schools is delegated to the schools' and clusters' budgets with the majority proportion (2/3) going into schools' budgets. It is the expectation that schools provide support to their pupils with SEND from their budget. Where a pupil requires an exceptionally high level of support that incurs a greater expense, the school can make a request to the cluster for additional funding following the agreed cluster SEND funding protocol. The funding protocol for our cluster is available on request from the school SENDco. The decision-making for distribution of funding is equally shared amongst all schools, although the Cluster Governing Body may take a decision to delegate this.

## **7 Identification, assessment and provision**

Provision for children with special educational needs is a matter for the whole school. The governing body, the school's head teacher, the SENDco and all other members of staff, particularly class teachers and teaching assistants, have important day-to-day responsibilities. Early identification is vital. The school will assess each child's current levels of attainment on entry in order to ensure that they build on the patterns of learning and experience already established during the child's pre-school years. If the child already has an identified special educational need, this information may be transferred from other partners in their early years setting and the class teacher and SENDco 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 assessments provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning.

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 a particular child, a teacher will look carefully at all aspects of the child's performance in different subjects to establish whether the problems are due to limitations in their command of English or arises from special educational needs.

The class teacher informs the parents or carers at the earliest opportunity to alert them to concerns and will enlist their active help and participation. The class teacher and the SENDco assess and monitor the children's progress in line with existing school practices. This is an ongoing process. The SENDco works closely with parents/carers and teachers to plan an appropriate programme of support.

The assessment of children reflects as far as possible their participation in the whole curriculum of the school. The class teacher and the SENDco can break down the assessment into smaller steps in order to aid progress and provide detailed and accurate indicators.

Norfolk children's services seek a range of advice and assessment data before authorising Education, Health Care Plans. The needs of the child are considered to be paramount in this. Pupil voice is at the heart of this process and we believe that they have the right to express their views and opinions about their learning.

## **8 Access to the curriculum**

All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable them to:

- understand the relevance and purpose of learning activities;
- experience levels of understanding and rates of progress that bring feelings of success and achievement.

Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives; we differentiate work appropriately and use a range of assessment activities to inform the next steps of learning.

In order to help children with special educational needs, we have adopted a graduated approach. This may see us using specialist expertise if, as a school, we feel that our interventions are still not having an impact on the individual. The school will record how it meets the needs of individual children through the use of pupil profiles, provision maps and IEPs (Individual Education Plan) if appropriate; the SENDco will have responsibility for ensuring that records are available when needed. If we refer a child for an education health

care plan, we will provide Children's Services with a record of our work with the child to date. When any concern is initially noticed it is the responsibility of the class teacher to take steps to address the issue. Parents may be consulted and specific intervention put in place and monitored for a period of up to 6 weeks. If no progress is noted after this time the child may be added to the school SEN register, with parental permission. The class teacher, after discussion with the SENDco, will then provide interventions that are additional to those provided as part of the school's differentiated curriculum and the child will be given individual learning targets which will be applied within the classroom. These targets will be monitored by the class teacher and teaching assistants within the class and reviewed formally with the SENDco, parents and young person.

Reasons for a child being added to the SEN register may include the fact that he/she:

- Makes little or no progress, even when teaching approaches are targeted particularly to 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 improved 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 specific support.

We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw children from the classroom. There are times, though, when to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the classroom.

### **Monitoring progress**

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 SENDco to consider what else might be done. This review might 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 that current rates of progress are inadequate. Adequate progress can be identified as that which:

- Prevents the attainment gap between the child and their peers from widening;
- Closes the attainment gap between the child and their peers;
- Better 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.

## **9 Partnership with parents and carers**

Partnership plays a key role in enabling children and young people with SEND to achieve their potential; the school works closely with parents and carers in the support of those children. Parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs. We encourage an active partnership through an ongoing dialogue with parents and carers. The home–school agreement is central to this. Parents and carers have much to contribute to our support for children with special educational needs.

The school prospectus contains details of our policy for special educational needs, and the arrangements made for these children in our school. A named governor takes a particular interest in special needs and is always willing to talk to parents and carers.

We have regular meetings each term to share the progress of special needs children with their parents or carers. We inform the parents/carers of any outside intervention, and we share the process of decision-making by providing clear information relating to the education of children with special educational needs. At all stages of the special needs process the school keeps parents fully informed and involved. We take account of the wishes, feelings and knowledge of parents at all stages.

The school website contains details of our policy for special educational needs, the special educational needs information report including the arrangements made for children in our school with special educational needs.

Parents have access to the SENDco through a school email address and are encouraged to make appointments when necessary. Regular coffee events are hosted within school hours to create a community of support. Information is shared through a Facebook group: SEND parent partnership.

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## **10 Pupil participation**

Children and young people with special educational needs often have a unique knowledge of their own needs and their views about what sort of help they would like. This is why we ask all pupils to complete a new pupil profile at the start of each year, so that they share their views, thoughts and opinions with their teachers.

Children at East Harling Primary School and Nursery will be encouraged to contribute to the assessment of their needs, the review and transition process, whenever possible.

In our school, we encourage children to take responsibility for their learning. This is part of the culture of our school and relates to children of all ages. We recognise the importance of children developing social and emotional skills, a growth mindset and an understanding about how they learn best. Through our learning superheroes, we emphasise the

importance of effort over talent and learning attributes such as resilience, independence, collaboration, compassion and good communication skills.

Children are involved at an appropriate level in setting targets in their IEPs during termly review meetings. Children are encouraged to make judgements about their own performance against their IEP targets. We recognise success here as we do in any other aspect of school life.

## **11 Monitoring and review**

The SENDco monitors the movement of children within the SEND system in school. Teaching – by TAs and teachers - is monitored regularly to ensure that children with SEND receive high quality first teaching. This monitoring feeds into continuous professional development for all staff.

The SENDco is involved in supporting teachers involved in drawing up Individual Education Plans. The SENDco and the headteacher hold regular pupil progress meetings to monitor and review provision. The SENDco and the named governor with responsibility for special needs also hold regular meetings. The SENDco provides staff and governors with annual summaries of the impact of the policy on the practice of the school.

The governing body reviews this policy at least every two years and considers any amendments in the light of the annual review findings. The SENDco reports the outcome of the review to the full governing body.

## **12 Complaints Procedure**

If a parent is unsure or concerned about any aspect of their child's SEND provision, they are encouraged to speak first with the class teacher and/ or SENDco. If the matter remains unresolved, an appointment should be made to speak to the headteacher, and the school's complaints procedure, as outlined in the school brochure be followed.

**Date agreed by the governing body: 22.2.18**

**Review date: Feb 2019**