



Netherseal St Peter's C E (C) Primary School

Policy for Special Educational Needs and Disabilities (SEND)

September 2018

This policy also links to the following:

SEN information report; Accessibility Plan; Equalities Policy; Behaviour Policy; Anti Bullying Policy.

Rationale

Netherseal St Peter's Primary School is committed to providing an appropriate and high quality education to all children. We believe that all children, including those identified as having special educational needs have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life.

We believe that all children should be equally valued in school. We will strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe.

Netherseal St Peter's is committed to inclusion. Part of the school's strategic planning for improvement is to develop cultures, policies and practices that include all learners. We aim to engender a sense of community and belonging, and to offer new opportunities to learners who may have experienced previous difficulties.

This does not mean that we will treat all learners in the same way, but that we will respond to learners in ways which take account of their varied life experiences and needs.

We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, sexual orientation, impairment, attainment or background. We pay particular attention to the provision for and the achievement of different groups of learners:

- girls and boys
- minority ethnic and faith groups
- learners who need support to learn English as an additional language (EAL)
- learners with special educational needs
- learners who are disabled
- learners who are LBGTQ
- those who have the potential to develop significantly beyond what is expected for their age
- those who are looked after by the local authority
- others such as those who are sick; those who are young carers; those who are in families under stress
- any learners who are at risk of disaffection and exclusion

This policy describes the way we meet the needs of children who experience barriers to their learning, which may relate to sensory or physical impairment, learning difficulties or emotional or social development, or may relate to factors in their environment, including the learning environment they experience in school.

We recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We understand that many pupils, at some time in their school career, may experience difficulties which affect their learning, and we recognise that these may be long or short term. At Netherseal St Peter's School we aim to identify these needs as they arise and provide teaching and learning contexts which enable every child to achieve to his or her full potential.

Netherseal St Peter's regards the inclusion of children identified as having special educational needs as an equal opportunities issue, and we aim to model inclusion in our staffing policies, relationships with parents/carers and the community.

Objectives

1. To ensure early identification and intervention for all pupils requiring SEN provision.
2. To ensure the SEN and Disability Act and relevant Codes of Practice and guidance are implemented effectively across the school.
3. To ensure that all pupils have access to a broad and balanced curriculum, which is appropriate to the individual's needs and ability.
4. To provide specific input, matched to individual needs, in addition to differentiated classroom provision, for those pupils recorded as having SEND.
5. To ensure that parents/carers of SEND pupils are kept fully informed of their child's progress and attainment and are involved in every stage of the decision making process.
6. To ensure that SEND pupils are involved, where practicable, in reviewing and making decisions affecting their SEN provision.
7. To provide a thorough, regular and continual process of monitoring and reviewing to ensure progression and continuity for all children with SEND.
8. To ensure that pupils with SEND are perceived positively by all members of the school community, and that SEN and inclusive provision is positively valued and accessed by staff and parents/carers.
9. To ensure equality of opportunity for, and to eliminate prejudice and discrimination against, children with special educational needs.

10. To enable children to move on from us well equipped in the basic skills of English, mathematics and social independence to meet the demands of secondary school life and learning.

Inclusion Principles

- Staff at Netherseal St Peter's Primary School value pupils of all abilities and support inclusion.
- All staff and pupils are constantly involved in deciding on the best ways to support all pupils' needs within the school.
- Within each class, teaching, learning styles, organisation and groupings are adapted to ensure effective learning and teaching for all pupils.
- Pupils with social, emotional and mental health difficulties may have a behaviour support plan written by the class teacher, with support from the SENCo and the LA behaviour support service if appropriate. They may also have an SEN support plan in place, depending on the needs of the individual child.
- If the child's learning or the learning of others is affected by behavioural difficulties, the pupil may temporarily be removed from the classroom, but will be reintegrated as soon as possible (See Behaviour, Discipline & Anti-Bullying Policy).

Admission Arrangements

Prior to starting school, parents/carers of children with SEND or an Education Health and Care (EHC) Plan pending are invited to discuss the provision that can be made to meet their identified needs.

Roles and Responsibilities

The teaching of children with special educational needs is the responsibility of all staff in school.

The Role of the Class Teacher

The class teacher is responsible and accountable for the progress and development of every child in their class. Where a pupil is identified as having particular needs, including SEN, the teacher should take action to remove barriers to learning and put effective provision in place.

The class teacher should:

- Provide high quality first teaching, differentiated for individual pupils
- Seek to identify pupils making less than expected progress given their age and individual circumstances at the earliest opportunity.
This can be characterised by progress which is (but is not limited to):
 - significantly slower than that of their peers starting from the same baseline;
 - failing to match or better the child's previous rate of progress;
 - failing to close the attainment gap between the child and their peers;
 - widening the attainment gap.
- Attempt to meet these needs through differentiation within the classroom by:
 - The materials or equipment used
 - The structure and organisation of the learning environment
 - Ways of motivating the child
 - The skill or subject matter to be learned
- Ensure that when they identify that progress continues to be less than expected, they work with the SENCo to assess whether the child has SEN. The class teacher and SENCo should work together in assessing, planning, implementing and reviewing progress (the graduated approach).
- Ensure SEN Support Plans are formally reviewed at least three times per year in line with the school's cycle of assessment. These reviews are recorded on the school's Review of SEN Support forms, are informed by the parents and pupil and are shared with parents. Where necessary, reviews will be held more frequently than this for some children.

The Role of the Teaching Assistant

Additional support is provided by Teaching Assistants (TAs) throughout the school. Teaching Assistants work with the class teacher and the SENCo to support pupil progress and narrow gaps in performance. However, the overall responsibility for the progress of a child with SEN remains with the class teacher.

Teaching Assistants may be part of a package of support for the individual child, but will never be a substitute for the teacher's involvement with that child.

The support timetable is reviewed annually by the Headteacher in line with current pupil needs, educational initiatives, and the budget.

The Role of the SENCo

The SENCO plays a crucial role in the school's SEN provision. This involves working with the Headteacher and Governing Body to determine the strategic development of the policy. Other responsibilities include:

- Overseeing day to day operation of the policy
- Coordinating the provision for pupils with SEN
- Liaising with and giving advice to colleagues
- Overseeing pupils' records
- Coordinating and providing staff training
- Monitoring planning and progress
- Attending all EHC Plan reviews and School Support reviews, when appropriate
- Liaising with parents
- Liaising with external agencies, LA support services, Health and Social Services and voluntary bodies

The Role of the Headteacher

The Headteacher's role is to ensure adequate provision is in place within the constraints of the school budget for SEN. This involves working closely with the SENCo and Governing Body.

The responsibilities include:

- Being the named 'responsible person'
- Being the line manager for the SENCo
- Meeting regularly with the SENCo
- Managing the SEN budget
- Monitoring the quality and effectiveness of provision for pupils with SEN

The Duties of the Governors

It is the statutory duty of the governors to ensure that the school follows its responsibilities to meet the needs of children with SEND following the requirements of the Code of Practice 2014.

The governor responsible for SEND meets regularly with the SENCo to monitor SEN provision within the school and subsequently feeds this information back to the full governing body.

Identification and Assessment Arrangements, Monitoring and Review Procedures

Definition of SEN

Children with SEN all have learning difficulties or disabilities that make it harder for them to learn than most children of the same age. These children may need extra or different help from that given to other children of the same age.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught. However, some of these children may have learning difficulties as well.

SEN is divided into four types:

Communication and Interaction - this includes children with speech and language delay, impairments or disorders, specific learning difficulties such as dyslexia, dyscalculia, dysgraphia and dyspraxia, hearing impairment, and those who demonstrate features within the autistic spectrum.

Cognition and Learning - this includes children who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties such as dyslexia, dyscalculia, dysgraphia or dyspraxia.

Social, mental and Emotional Health - this includes children who may be withdrawn or isolated, disruptive or disturbing, hyperactive or lack concentration.

Sensory and/or Physical Needs - this includes children with sensory, multisensory and physical difficulties.

Many children will have SEN of some kind at some time during their education. Schools and other organisations can help most children overcome the barriers their difficulties present quickly and easily. But a few children will need extra help for some or all of their time in school.

Diagnoses

Although the school can identify special educational needs, and make provision to meet those needs, we do not offer diagnoses. Parents are advised to contact their GP if they think their child may have ASD or ADHD or some other disability. (The school may also refer to other agencies e.g. Speech and Language Therapy.)

Having a diagnosis (e.g. of ASD, ADHD or dyslexia) does not mean that a child needs an EHC Plan.

Identification and Assessment Arrangements

The school's system for regularly observing, assessing and recording the progress of **all** children is used to identify those who are not progressing satisfactorily and who may have additional needs.

Teaching SEN pupils is a whole-school responsibility. The core of the teachers' work involves a continuous cycle of planning, teaching and assessing, taking into account the differences in pupils' abilities, aptitudes and interests.

Early identification of pupils with SEN is a priority. The school uses appropriate screening and assessment tools to ascertain pupil progress for all through:

- Records from feeder/transfer schools
- Baseline assessment results
- Evidence obtained by teacher observation/assessment.
- Information from parents
- Pupil progress in relation to objectives in the revised 2014 National Curriculum.
- Behaviour Checklists
- Boxall Profiles
- Standardised screening or assessment tools
- Observations of behavioural, emotional and social development
- Reports from an Educational Psychologist

Progress is the crucial factor in determining the need for additional support. Based on the school's observations and assessment data and following a discussion between the class teacher, SENCo and parent, the child may be recorded as needing either:

1. Differentiated curriculum support within the class.
2. SEN support through a graduated approach (additional support through a four part process).
3. Additional support through an Education, Health and Care (EHC) Plan.

Differentiated Curriculum Provision

In order to make progress, a child may only require differentiation of the plans for the whole class. The differentiation may involve modifying learning objectives, teaching styles and access strategies. Under these circumstances, a child's needs will be provided for within the whole class planning frameworks and individual target setting. Differentiation will be recorded in the lesson planning by the class teacher.

Monitoring of progress will be carried out by the class teacher and used to inform future differentiation within whole class planning and teaching.

The child's progress will be **reviewed** at the same intervals as for the rest of the class and a decision made about whether the child is making satisfactory progress at this level of intervention.

The school uses the definitions of adequate progress as suggested in the revised Code of Practice. This can be characterised by progress which is (but is not limited to):

- significantly slower than that of their peers starting from the same baseline;
- failing to match or better the child's previous rate of progress;
- failing to close the attainment gap between the child and their peers;
- widening the attainment gap.

Where a period of differentiated curriculum support has not resulted in the child making adequate progress OR where the nature or level of a child's needs are unlikely to be met by such an approach, provision at the **SEN Support** level may need to be made.

SEN Support

Where a pupil is identified as having SEN, the school takes action to remove barriers to learning and put effective special educational provision in place. SEN support provides every child with SEN, but not on an Education, Health and Care (EHC) plan, with the additional support they need to progress at school. This SEN support takes the form of a four-part cycle (assess, plan, do, review) through which earlier decisions and actions are revisited, refined and revised; with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach.

When a pupil is identified as having SEN the graduated response becomes more frequent (particularly the review); more tailored to suit the specific needs of the pupil; and may involve drawing on more specialist support in successive cycles in order to match interventions to the SEN of the child.

The SEN support plan will be drawn up by the class teacher in consultation with the SENCo, parents and the pupils and is reviewed with the parents and pupils regularly; thus ensuring that all participants are involved at every stage in the process.

Education, Health and Care (EHC) Plans

SEN support is adapted or replaced depending on how effective it has been in achieving the agreed outcomes. Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEN of the child, the child has not made expected progress, the school or parents will consider requesting an Education, Health and Care needs assessment. The school is required to submit evidence to the LA whose weekly Moderation of Assessments Panel makes a judgment about whether or not the child's need can continue to be met from the resources normally available to the school and as outlined by the school as part of SEN Support. This judgment will be made using the LA's current Criteria for making an EHC Plan assessment, who have the overall responsibility for deciding whether the child should be awarded an EHC plan. This decision can be appealed by the school or parents and subsequent revised applications can be made.

Planning, provision, monitoring and review processes continue as before while

awaiting the outcome of the request.

A child with an EHC Plan will continue to have arrangements as for SEN Support, utilising additional support that is provided using the funds made available through the EHC Plan. There will be an Annual Review, chaired by the SENCO, to review the appropriateness of the provision and to recommend to the LA whether any changes need to be made, either to the EHC Plan or to the funding arrangements for the child.

Additional Provision

Behaviour Support Plans

A Behaviour Support Plan provides a step by step guide to identifying and managing challenging behaviour of a particular child. The plan contains both proactive and reactive strategies. It aims to reduce the likelihood of challenging behaviour happening by understanding why children behave in certain ways and if used consistently should be successful in supporting the pupil in finding other more positive ways of communicating their needs.

Provision mapping

Provision mapping is an efficient way of showing all the provision that the school makes, which is additional to and different from that which is offered through the school's curriculum. It provides an overview of the programmes and interventions used with different pupils and is a basis for monitoring and reviewing the levels of intervention and the effectiveness of these, for a particular child.

Positive Play Programme

The Positive Play Support Programme is part of the Derbyshire County Council Behaviour Support Service Early Intervention Strategy aiming to raise the self-esteem of children, helping them to access the curriculum and support them in achieving their potential. The programme is delivered in a sensory area, with a trained Positive Play Worker through a series of structured activities and play. Three Teaching Assistants are trained in Positive Play. Boxall profiles are used to audit and assess children on the programme's social, emotional and behavioural needs and development within these areas.

Guidance Used to Support School Provision

- Derbyshire File for Dyslexia Friendly Schools
- Derbyshire File for Autism Friendly Schools
- Derbyshire File for Language Friendly Schools
- A Child with Autism in my Class
- Derbyshire County Council Descriptors of SEN
- The Inclusion Development Program (IDP) materials

Arrangements for SEN and Inclusion In-Service Training

- Meeting additional needs and inclusion issues are targeted each year through the school's long-term goals and the School Improvement Plan. In-Service training and individual professional development is arranged matched to these targets.
- All staff have access to professional development opportunities and are able to apply for additional needs or inclusion training where a need is identified either at an individual pupil or whole class level.
- The SENCo attends regular cluster meetings to update and revise developments in the area of SEN and Inclusion.
- In-house additional needs and inclusion training is provided by the SENCo via staff meetings.
- Most staff have received training to support children on the dyslexic spectrum.
- All staff have received training to support children with ASD.

Local Authority Services

- Autism Outreach Service
- Behaviour Support
- Educational Psychology Service
- Sensory Service for children with visual or hearing needs
- Parent Partnership Service
- SALT (Speech and Language Therapy)

Health Services

- Occupational Therapy
- Physiotherapy
- CAMHS

Teachers and Faculties from Outside School, Including Support Services

- The LA Special Needs Support Service (SSSEN) is available to provide specific information, share resources and provide in-service training.
- The SENCO may liaise with a number of other outside agencies, for example:
 - Social Care
 - Multi Agency Team
 - School Health
 - Community Paediatrician
 - Speech Therapy
 - Physiotherapy
 - Occupational Therapy
 - Educational Psychologist

Parents/carers are informed if any outside agency is involved

Partnership with Parents/Carers

- Staff and parents/carers work together to support pupils identified as having additional needs.
- Where a pupil is receiving SEN support, the school will talk to parents regularly to set and review clear outcomes and review progress towards them; discuss the activities and support that will help achieve them; and identify the responsibilities of the parent, the pupil and the school. This ensures that parents/carers are involved at all stages of the education planning process.
- SEN Support Plans include targets to work towards at home, and parents/carers are always invited to contribute their views to the review process. All SEN Support Plans and reviews are copied and sent to parents/carers after meetings. Parents/carers who cannot attend an SEN Support Plan meeting are sent a copy of their child's new SEN Support Plan.
- Ideas and materials for supporting learning at home are discussed with parents/carers and distributed on request.
- Parents/carers evenings and weekly drop-in sessions provide regular opportunities to discuss concerns and progress. Parents/carers are able to make other appointments on request.
- Regular communication between school and home ensures that concerns are promptly acted upon.

Links with Other Schools/Transfer Arrangements

- The EYFS teacher meets with staff from pre-school settings prior to pupils starting school. Concerns about particular needs are brought to the attention of the SENCo after this meeting. Where necessary the SENCo will arrange a further meeting.
- To support transition to secondary school, the school shares information with the school/setting the child is moving to. Children with additional needs will be highlighted at Y6/7 transition meetings so that the secondary school SENCo can meet the pupils and/or parents/carers if appropriate. The school agrees with parents and pupils the information to be shared as part of this planning process. Reviews for SEN pupils are held early in Year 6 to allow enhanced transition (for example additional visits) to be planned well ahead.

Links with Organisations

- The school may involve other agencies such as: school health; social care; speech and language; specialist support such as Educational Psychology, Behaviour Support, Occupational Therapy and Physiotherapy as and when it is necessary. Class teachers will alert the SENCo or Headteacher if there is a concern they would like discussed. The school supports parents and carers throughout this process led by the SENCo and the headteacher.
- Multi-Agency Team – the school pays into the local ‘Early Help Offer’, which provides the opportunity for families to access support with parenting matters.
- The SENCo maintains details of the many voluntary organisations supporting SEN. Parents and carers are given details of these groups on request or as appropriate.

Access

The Disability Discrimination Act requires schools to make reasonable adjustments (according to need but that are practically and financially viable) to ensure that disabled pupils and users of the school are not put at substantial disadvantage and are able to access the same opportunities as their non-disabled peers. Specifically, that all pupils will have the same access to information, the school environment and the curriculum.

Access to Information

- The school adapts printed materials so that children with literacy difficulties can access them, or ensure access by pairing children/peer support/extra adult support.
- The school provides alternatives to paper and pencil recording where appropriate, or provide access through peer/extra adult scribing.
- The school uses coloured backgrounds on our interactive whiteboards when possible and write lines in alternate colours.
- Some children use coloured worksheets and overlays.
- Netherseal St Peter’s uses a range of assessment procedures within lessons (such as role-play and drama, photographs, drawing) to ensure children with additional needs are able to demonstrate their achievement appropriately.

Access to the Environment

- Netherseal St Peter’s Primary School is a single site school. Entrance to the playground is through the front gate, which is wheelchair accessible.

Wheelchair access to the building is via the ramp at the KS1 entrance.

- There are good lighting arrangements and classrooms provide good acoustic conditions so that the effects of hearing difficulties are minimised (part-carpeting, quiet areas).
- Children requiring equipment due to an impairment will be assessed in order to gain the support that they require.

Access to Learning and Curriculum

- The school ensures that all children have access to a broad and balanced curriculum, and that the National Curriculum's programmes of study are flexible enough to meet every child's needs.
- Learning opportunities are interesting, rewarding and effectively differentiated and the teaching styles will be diverse.
- Staff work in a way that avoids the isolation of the children they are supporting, and encourage collaborative learning.
- Schemes of work and policies for each area of the curriculum are in place and are differentiated to include appropriate learning outcomes for all pupils.
- Differentiation takes a variety of forms within teacher planning. Learning intentions are made explicit and activities are adapted, or planned separately as appropriate. Alternative methods of responding to or recording may also be planned for where this is appropriate.
- Children with sensory or mobility impairments or a specific learning difficulty access the curriculum through specialist resources such as ICT, where this is appropriate.

Disability, Equality and Trips or Out of School Activities

- Netherseal St Peter's make trips inclusive by planning in advance and using accessible places. The school endeavours to provide additional TA support for individual children as required.
- The school plans inclusive after-school activities to meet the needs of all children.
- The school ensures that extra-curricular activities are barrier free and do not exclude any pupils.

Incorporating SEND Issues into the Curriculum

- The school's PHSCE curriculum is well-embedded and links with termly themes for collective worship. It includes issues of disability, difference and valuing diversity.
- The school's Behaviour, Discipline & Anti-Bullying policy emphasises to all members of the school community that bullying is not acceptable and must be totally discouraged. The school aims to produce a consistent response to any bullying and incidents of harassment that may occur.
- The library resources are regularly reviewed to ensure they include books that reflect the range of special educational needs issues and are written from a disability equality perspective.

Terminology, Imagery and Disability Equality

- Netherseal St Peter's is aware of the impact of language on children within the school. We work with the children to understand the impact of the words they use, and deal seriously with derogatory name calling related to special educational needs or disability through our policies for Behaviour & Anti-Bullying.
- The school makes optimum use of PHSCE and Circle Time for raising issues of language and other disability equality issues.

Listening to Disabled Pupils and those Identified with Additional Needs

- Netherseal St Peter's encourages the inclusion of all children in the School Council and other consultation groups.
- Pupil opinion and Circle Time is well embedded across the school.

The SEND Coordinator is Miss J Halsey, who reports to the Headteacher and to Governors.

The SEND Governor is Dr E H Bailey.

This policy was approved by the full governing body on 20th September 2018; a signed hard copy is held in school