



Policy Statement for ASEND Additional and Special Educational Needs and Disability

Guiding Principles

This policy has been formulated with regard to the 2014 SEND Code of Practice: 0 to 25 Years, the Equality Act 2010 and the Children and Families Act 2014.

- In this school we have high expectations and set suitable next steps (targets) for all children.
- In this school an additional or special educational need or disability is defined in accordance with the 2014 SEND Code of Practice: 0 to 25 Years.
- All children are entitled to access the full school curriculum and to take part in every aspect of school life, unless there is a specified modification or disapplication outlined in an individual pupil's Education and Health Care Plan (EHC Plan)

Terms:

- SEND refers to a Special Educational Needs or Disability. *A person has SEND if they have a 'learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age this means he or she has a significantly greater difficulty in learning than the majority of others 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.'* Taken from 2014 SEND Code of Practice: 0 to 25 Years – Introduction xiii and xiv
- AN refers to an Additional Need. Not identified as a Special Educational Need but a need none the less that is creating a barrier to learning. This could well include a social need.
- ASEND is a broader term that refers to an additional or special educational need or a need arising from a disability that requires service additional to that which is normally offered in school

Objectives

- To identify, at the earliest possible opportunity, barriers to learning and participation for children with ASEND (see also curriculum and assessment policies)
- To ensure that every pupil experiences success in their learning and achieves to the highest possible standard
- To enable all children to participate in lessons fully and effectively
- To value and encourage the contribution of all children to the life of the school
- To work in partnership with parents
- To communicate with the Governing Body to enable them to fulfill their monitoring role with regard to the Policy Statement for ASEND
- To work closely with external support agencies, where appropriate, to support the need of individual children
- To ensure that all staff have access to training and advice to support quality teaching and learning for all children

Responsibilities and Resources

The SENCO, in collaboration with the Executive Head teacher and Governing Body, takes responsibility for the operation of the ASEND policy and co-ordination of additional or special needs provision, working closely with staff, families, and other agencies. The SENCO also provides professional guidance to colleagues to secure high quality teaching for children with ASEND.

For Early Years see section 5 of the SEND Code of Practice 2014: 0 to 25 years

For Primary see section 6 of the SEND Code of Practice 2014: 0 to 25 years

The SENCO stands for 'Special Educational Needs Co-ordinator', and is a post that schools must have. The SENCO ensures that children with special educational needs and disabilities within the school receive the support they need. The SENCO must be a qualified teacher and works with the head teacher and the governing body on the development of the ASEND policy and provision. The SENCO is responsible for overseeing the day-to-day implementation of the school's ASEND policy by; supporting the identification of children with special educational needs, co-ordinating provision for children with SEND, liaising with parents of children with SEND, liaising with other providers, outside agencies, educational psychologists and external agencies, monitoring pupil outcomes, insuring that the school keeps the records of all pupils with SEND up to date.

The Headteacher has responsibility for the day-to-day management of all aspects of the school's work, including provision for children with ASEND. The Headteacher works closely with the SENCO and keeps the Governing Body fully informed of ASEND issues, providing an annual ASEND Information Report. The content of the report is specified at section 6.79 of the *SEND Code of Practice 2014: 0 to 25 years*.

The Governing Body carries out the duties of the Governing Body, set out in the SEND Code of Practice, 2014 section 1:21. The Inclusion governor for this school is Zoe McMullan.

Facilities For Children With Special Educational Needs or Disability

The school building has no steps on entry and a lift to the first floor. There is disabled access throughout most of the building and disabled toilet facilities. The school will have regard to the Equality Act 2010, the Children's and Families Act 2014 and the *SEND Code of Practice 2014: 0 to 25 years* in terms of admitting children with disabilities.

There are facilities for small group/individual teaching in the library or the Community Room.

All members of the school community, including children, are invited to inform the school of any disability they have.

Resources

Delegated funding for children with an EHC Plan is mainly used to pay salaries for one-to-one dedicated staff.

Other devolved funding is allocated to support the needs of children with Additional Needs where required.

Additional school funds support the management of ASEND provision by purchasing resources and training staff to meet the changing needs of the pupil profile.

Identification, Assessment and Review

The school follows the *SEND Code of Practice 2014: 0 to 25 years'* graduated approach with regard to the identification, assessment and review of children with special educational needs. The four key actions are:

- Assess:** the class teacher and SENCO should clearly analyse a pupil's needs before identifying a child as needing SEN support.
- Plan:** families must be notified wherever it is decided that a pupil is to be provided with SEN support.
- Do:** the class or subject teacher should remain responsible for working with the child on a daily basis. Where the interventions involve group or 1:1 teaching away from the main teacher, he/she still retains responsibility for that pupil's learning.
- Review:** the effectiveness of the support should be reviewed in line with the agreed date.

Children receive a differentiated curriculum and those who fail to make the expected progress are initially identified by class teachers but also directly by the SENCO. The school has a system whereby any

member of staff can raise concerns/issues with the class teacher, SENCO or Head teacher about a child with a potential ASEND or other barrier to learning.

We involve families and the young person in question as soon as we feel a pupil may have a barrier to learning.

In school we use a range of assessment data e.g. relevant family/medical history, Foundation Stage Profiles, P Scales, Teacher Assessments, Screening Tests, SATs results, Analyse School Performance (DfE tool), Teaching Assistant assessments, reading/spelling phonological awareness tests; behaviour observations etc. A range of diagnostic tests are used as appropriate.

Children who fail to make expected progress on the basis of accumulated evidence are placed on an Inclusion Register. Families are consulted before this decision is made.

Additional Needs

At this stage an additional interventions or an Individual Development Learning Plan (IDLP) may be drawn up in consultation with families and child. Occasional advice may be sought from external agencies to inform effective intervention. The IDLP formats in use allows for close monitoring of progress towards short-term outcomes, agreed with child and families, which are reviewed termly. If a child fails to make the expected progress advice may be sought from external agencies which may include social and well as educational services. At this stage, a SEND may be identified.

Four Categories of SEN – Broad Areas of Need

1. *Communication and Interaction*, including:
 - SLCN (Speech, Language or Communication Needs)
 - ASD
2. *Cognition and Learning*; when children learn at a slower pace than their peers, even with appropriate differentiation. They include:
 - SpLD (Specific learning Difficulties affecting one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.)
 - SLD (Severe Learning Difficulties - where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication.
 - PMLD (Profound and Multiple Learning Difficulties – where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.)
3. *Social, Emotional and Mental Health Difficulties*. They include:
 - Wide range of difficulties that manifest themselves in many ways eg becoming isolated, withdrawn, displaying challenging, disruptive behaviour. They may reflect underlying mental health conditions such as anxiety, depression, self-harming, substance misuse, eating disorders or other physical symptoms that are medically unexplained.
 - ADD (Attention Deficit)
 - ADHD (Attention Deficit Hyperactive Disorder)
 - Attachment Disorder
4. *Sensory and/or Physical Needs*, including:
 - Vision Impairment
 - Hearing Impairment
 - Multi-Sensory Impairment
 - Physical Disability

Special Educational Needs or Disability

If a child is formally identified as having SEND by an external agency, with the agreement of families, they are placed on the Inclusion Register. If they are either not making expected progress or achieving at a considerably lower level than is within the national expectations for their age, a decision may be made to request formal assessment for an EHC Plan (Education Health Care Plan). An application can only be made following two full cycles of Assess, Plan, Do, Review.

On gathering all relevant advice about a pupil's progress the SEND team may issue an EHC Plan outlining outcomes to be met and additional provision to be provided.

All class teachers have a summary of their responsibilities for pupil's identified as having Additional or Special Educational Needs or Disability in the Inclusion register file in each class.

Review Meetings

Review meetings are held termly for all children with and IDLP. Families and children are invited to attend as well as the class teacher and Teaching Assistant, if involved. Representatives from external support agencies may also be invited, if appropriate. If a decision is made at the meeting to draw up a new IDLP the SENCO will file a copy centrally and send a copy to families and any external agency that is involved.

For children with an EHC Plan, reviews may be more frequent depending upon need. An Annual Review is also held to review progress towards objectives/outcomes outlined in the EHC Plan. A copy of the review report is sent to all invitees, including families, and the Calderdale SEN Team.

The Inclusion Register

The registers are updated termly to take into account summative assessment results. Class teachers who wish to nominate additional children to be placed on the Inclusion Register will be informed by the following evidence:

- Results from any curriculum tests
- Evidence of strategies already in place
- EYFS/ National Curriculum levels or P Scales
- Other relevant information e.g. medical, family circumstances, etc
- Overall Teacher Assessment that shows the pupil is working at a level that is below the national expectations for their age or is progressing at a slower pace.

Curriculum

Children have access to a differentiated, broad and balanced curriculum with their needs identified in planning documents and IDLPs as appropriate.

To enable access to the curriculum for children with ASEND, the school provides:

e.g.

- Teaching Assistants
- Individual teaching programmes
- Individual provision timetables
- Intervention resources
- Specialist equipment

See the School Offer for a comprehensive list, available on our website:

<http://www.centralstreet.org.uk/>

Complaints

The school works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting children's needs.

All complaints are taken seriously and are heard through the school's complaints policy and procedure.

External Support

Agencies include:

- The Educational Psychology Service
- Sensory Service (hearing/vision impaired children)
- Calderdale Children's Therapy Service (Speech and Language, Occupational Therapy, Physiotherapy)
- Calderdale Disabled Children's Team
- Autistic Spectrum Disorder Team
- Children's Services Unit
- The Calderdale SEN Team
- The School Nurse (Locala)
- Education Welfare Service
- Parent-Partnership Service
- Special Schools
- Specialist Inclusion Services (e.g. ASD Team)
- Children's Social Care
- Children and Adolescent Mental Health Service
- Parent Partnership
- Virtual Schools; to determine the arrangements for supporting children who are looked after by the local authority and have SEND.

The school will also seek support from voluntary and private agencies as required.

The Local Offer

The purpose of the local offer is to enable parents and young people to see more clearly what services are available in their area and how to access them. It includes provision from birth to 25, across education, health and social care. Calderdale's Local Offer is currently under development but ultimately aims to host a "Core" Calderdale School's Offer and each individual School's Offers. For up to date signposting, follow this link via our website document entitled Local and Core Offer:

<http://www.centralstreet.org.uk/>

Liaison With Families

The school works in partnership with parents of children in accordance with guidance in the 2014 SEND Code of Practice: 0 to 25 Years.

- If the class teacher has an initial concern about a pupil's progress families will be invited to discuss this with the teacher at the earliest opportunity and be told of strategies in place to help their child
- If a decision is being considered to move a pupil on to the Inclusion Register (ASEND or SEND) families will be asked for their views prior to any decision being made. Families will be fully informed of any additional programme in place for their child. At this stage, families will be told about Parent-Partnership Service.
- Families views will be sought when a pupil's IDLP is drawn up and suggestions as to how these can be supported at home will be given

- Families are invited to each review and their comments are taken into consideration when deciding upon future action.
- In terms of an Annual Review, families' comments are sought prior to the review report being drafted and incorporated into the final report

Consulting Young People with ASEND

- Children's views will be sought and taken into account during the review process and at other key times throughout the year, i.e. at IDLP reviews and via the person centered planning questionnaires.

Transition Arrangements

Transition is discussed at reviews for Year 2 children from the beginning of the Spring Term. If a child has an EHC Plan the appropriate Junior school representative is invited to Annual Reviews and their final IDLP review. Additional transition arrangements may be made at these reviews e.g. extra visits etc.

ASEND children that are moving between key stages will have transition arrangements in place via the IDLP review process.

Equal Opportunities

The school is committed to providing equal opportunities for all, regardless of race, faith, gender or capability in all aspects of school. We promote self and mutual respect and a caring and non-judgmental attitude throughout the school.

A copy of this policy can be found on the school website:

<http://www.centralstreet.org.uk/>

Other related documents

This Policy should be read in conjunction with the following documents, all of which are available on the school website, see link above.

- The Equality Policy and Action Plan
- Medical Conditions Policy
- Local Offer/ School Offer

Review Framework

The policy should be reviewed annually (or sooner in the event of revised legislation or guidance)

Written/Amended: September 2018

Review Date: September 2019