



Special Educational Needs Policy

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| Date Governors Agreed: | |
| Date to be next reviewed: | |
| Head Teacher signature: | |
| Chair of Governors signature: | |

SOUTH GROVE PRIMARY SCHOOL SPECIAL EDUCATIONAL NEEDS POLICY

Purpose:

- To ensure all pupils are included regardless of the characteristics protected by the Equality Act 2010 and/or being from a disadvantaged background.
- To set out clear guidelines for identifying needs and planning, implementing and reviewing provisions.
- To support and develop all staff working with children with SEND to ensure we deliver high quality teaching that reflects the guidance set out in the SEND Code of Practice, July 2014.

Date of Review:

Introduction and school ethos:

At South Grove we are committed to providing all children with the opportunities they need to succeed. All teachers are regarded as teachers for all pupils, regardless of special educational needs or disabilities. Every child's happiness, achievements and attitude to learning is vital, and the inclusion of all children into our school community is the responsibility of everyone here.

This SEN policy details how the school will endeavour to identify any Special Educational Needs as early as possible, that those needs are made known to all who are likely to teach the children with them, and that necessary provision is made to ensure those needs are met effectively.

Definition of SEN and Disability (SEND):

At our school we use the definition for SEN and for disability from the SEND Code of Practice (2014). This states:

SEN: *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 learning difficulty or disability is a **significantly greater difficulty in learning than the majority of others of the same age**. Special educational provision means **educational or training provision that is additional to, or different from**, that made generally for others of the same age in a mainstream setting in England.*

Disability: *Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is '**...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.**'*

Some children with SEN will not be disabled under the terms of the Equality Act 2010 which describes a disabled person as one who has a physical or mental impairment which has a substantial and long term effect on a person's ability to carry out normal day-to-day activities. There may be children with disabilities who do not have SEN but require "reasonable adjustments" to be made to allow them to fully access the curriculum and all activities.

Pupils 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.

Key roles and responsibilities:

The **Head Teacher** is responsible for:

- The day-to-day management of all aspects of the school's work, including provision for children with Special Educational Needs.
- Ensuring that SEND provision forms an integral part of the School Improvement Plan.
- Keeping the Governing Body informed of the progress made by pupils with Special Educational Needs.

The **SENCo** is responsible for:

- Overseeing the day to day implementation of the Special Educational Needs policy and resources
- Identifying, monitoring and reviewing pupils' needs with teachers, parents and support staff and with the pupils themselves
- Maintaining the Special Educational Needs register
- Maintaining the Provision Map
- Maintaining all Special Educational Needs records, including the individual pupil files
- Co-ordinating provision for pupils with Special Educational Needs
- Setting up and monitoring in-class support and withdrawal programmes
- Liaising with colleagues in writing Individual Education Plans (IEPs)
- Monitoring and reviewing targets
- Organising and attending annual reviews of statements
- Liaising with parents, outside agencies and other schools
- Administering submissions for special arrangements for statutory testing
- Acting as Line Manager to all permanent and temporary teaching assistants
- Managing and contributing to professional development of colleagues in areas of SEN Support, including NQTs and students
- Advising on aspects of differentiation, teaching and learning styles and resourcing
- Advising the Head Teacher and staff on pertinent Special Educational Needs issues

- Updating the school's website with up-to-date details about SEN provision, the school's offer SEN Information Report and the Special Resourced Provision.
- Liaising regularly with the Governing Body

Class teachers are responsible for:

- Identifying pupils who require extra support in class, raising initial concerns and consulting the SENCo for advice and support (also part of the monitoring role of phase leaders)
- Differentiating activities for all pupils, including more or less able children
- Writing and reviewing Learning Plans and implementing targets in class
- Planning for, monitoring and recording individual progress of all children in their class
- Managing teaching assistants in their classrooms on a day to day basis
- Liaising with parents and SENCo regularly

Teaching assistants will support the teacher and pupil by:

- Implementing an individual or group of pupils' access to and progress in the curriculum
- Implementing activities designed to achieve targets on Learning Plans
- Encouraging and promoting pupil independence
- Liaising with teachers and the SENCo, giving feedback and suggesting development
- Working with individual or groups of pupils, carrying out specific interventions
- Helping to prepare resources and adapting materials
- Attending planning and review meetings as appropriate

The **Governing Body** will ensure that:

- The Special Educational Needs policy is implemented fully
- The success of the Special Educational Needs policy is reported annually
- The performance and attainment of pupils with SEN Support or ECH Plans
- A governor with responsibility for Special Educational Needs is appointed

The **Extended School's Leader** has specific responsibility for safeguarding and is the Designated Child Protection Officer.

Parents/carers and pupil involvement in the process

The school will have regard to the SEN Code of Practice 2014 when carrying out its duties towards all pupils with Special Educational Needs and ensure that parents are notified of a decision by the school that SEN provision is being made for their child.

Partnership with parents plays a key role in enabling children and young people with SEN to achieve their full potential. The school recognises that parents hold key information and have knowledge and experience to contribute to the shared view of a 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 children's education.

Class teachers should discuss any concerns with parents at the earliest opportunity and parents must always be informed should a child need an intervention, or is to be placed on the Inclusion register. There is regular liaison between the school, outside agencies and parents.

Parents are informed about external agencies and referrals are made as necessary, with parental agreement. We are grateful for parent's openness and respect confidentiality.

Pupil SEN files are kept in the SENCo's office, which is locked when not in use.

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 to make the most of their education will be ascertained.

They will be encouraged to participate in all the decision-making processes and contribute to the assessment of their needs, the review and transition processes. Targets are shared with pupils and successes celebrated.

Pupils with a Statement or EHC Plan will attend part of their annual review meetings to share their achievements and aspirations for the future, in a way that is meaningful for them.

Objectives

The objective of the Special Educational Needs Policy is to improve the learning and raise the achievement of pupils with Special Educational Needs.

The school seeks to develop an inclusive curriculum by:

- Setting suitable learning challenges for all pupils
- Responding to pupils' diverse learning needs
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils

Every pupil is seen as having individual needs, and the school strives to ensure that everyone feels equally valued within the school community.

Our policy aims to meet these difficulties by:

- Ensuring a clear person centred process for identifying, assessing, planning, providing and reviewing for SEND pupils.
- Involving pupils in their own target setting and review processes
- Enabling all staff to meet identified pupil needs
- Making the curriculum accessible to all pupils through recognising the need for differentiation and employing a range of teaching and learning styles

- Working closely with parents and outside agencies
- Catering mainly for SEN pupils in the mainstream class, but recognising that some pupils may require specialised teaching which can be better provided within an individual or small group situation away from the main classroom including the Special Resourced Provision for Autistic Spectrum Disorder and Global Delay.

This policy reflects the consensus of opinion of the whole teaching staff. It was discussed by staff and approved by the Governing body.

The implementation of this policy is the responsibility of the Head teacher and all teaching and classroom support staff.

The School's Provision for Special Educational Needs

South Grove meets Special Educational Needs by recognising that quality first teaching and differentiation meet the needs of most children. Where a child is not making progress, we use a triangulated approach to identification and careful use of classroom and school resources before bringing specialist expertise to bear on the difficulties that a pupil is experiencing. When a young person is identified as having special educational needs, the school will intervene as described below with SEN support. Such interventions help the school and parents match special educational provision to individual pupil needs.

South Grove Primary admits pupils into the Special Resourced Provision for Autistic Spectrum Disorders and Global Delay in line with the Service Level agreement with the Local Authority.

If a pupil is known to have special educational needs when they arrive at the school, the Head Teacher and SENCo will:

- Use information from pre-school providers or previous school to provide an appropriate curriculum for the pupil and focus attention on action to support the pupil within the class
- Ensure that ongoing observation and assessment provides feedback about the pupil's achievements to inform future planning of their learning
- Ensure opportunities for the pupil to show what they know, understand and can do
- Involve the parents and pupil in planning and agreeing targets to meet their needs and develop a joint learning approach at home and in school

Further details of provision at South Grove Primary are outlined in the school's Local Offer.

Operating the Code of Practice at South Grove

Once a potential Special Educational Need is identified, four types of action should be taken to put effective support in place. This is known as the graduated approach.

Assess- Plan- Do- Review

Assess

If children's needs can be met by quality first teaching in the classroom then, by definition, they do not have Special Educational Needs and will not be on the Inclusion register. A process of ongoing teacher assessments and pupil progress meetings identify pupils making less than expected progress, given their age and circumstances. If they are making less than expected progress the school's initial response is to ensure high quality targeted teaching by the class teacher.

When progress continues to be less than expected, or the pupil appears to have barriers to any aspect of learning despite quality first and personalised teaching, the Class Teacher will complete an Initial Concern Form (see appendix) and discuss the pupil with the SENCo. The parents should be consulted and their views recorded. The SENCo will liaise with any outside agencies that are currently involved. A decision will be made to differentiate work and to monitor progress carefully over the next half term, with the SENCo possibly observing and/or assessing the pupil. Following observation and initial assessment, changes may be made to the teaching approach, strategies and progress will be noted and a decision made either:

- To continue with successful differentiation and classroom strategies which may include group work such as phonics, handwriting or maths, and remove the pupil from 'Initial concern' – the class teacher will of course continue to monitor and track progress – or
- To move on to SEN Support, as the support required is *different from, or additional to* what is ordinarily offered by the school.

Plan

Where it is decided to provide a pupil with SEN Support, the parents must be notified. The child's name is added to the Inclusion register to ensure thorough monitoring of their progress and analysis of how well the school is supporting children who require SEN support. The teacher and the SENCO should agree, in consultation with the parent and the pupil, on the interventions and support to be put in place in terms of what is additional or different. The expected impact on progress, development or behaviour should also be defined, along with a clear date for review.

All teachers and support staff who work with the child should be made aware of their needs, the support provided and any teaching strategies or approaches that are required. This will be recorded and shared using the Inclusion Register, individual Learning Plans and the school's provision map.

Do

The class or subject teacher should remain responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, they should still retain responsibility for the pupil, working closely with any teaching assistants or specialist staff involved, to plan and assess the impact of interventions.

The SENCo should support the class or subject teachers in further assessment, problem solving and advice on the effective implementation of support.

Review

The effectiveness of the support and the impact on the child's progress should be reviewed with parents in line with the agreed date.

The class or subject teacher, working with the SENCo, should revise the support in light of the pupil's progress and development, deciding on any changes to support and revised outcomes in consultation with the parent and pupil. This may lead to the removal of the pupil from SEN support, and the Inclusion register, where interventions have been successful.

The school will provide an annual report for parents on all pupils. Where a pupil is receiving SEN Support the school will meet with parents termly, in line with the normal cycle of parent/pupil consultations. For pupils receiving SEN Support these meetings should allow time to discuss support provided, planned impact, progress towards planned impact, pupil's views, parental views, concerns and aspirations. Therefore, meetings for pupils receiving SEN Support may be longer than most parent/pupil consultations, or additional meetings may be organised to specifically discuss these Learning Plans. The school will ensure that class teachers are supported by the SENCo to conduct meetings effectively.

Involving Specialists

Where a child continues to make little or no progress, despite well-founded support that is matched to the child's area of need, the school should consider involving specialists, including those from outside agencies.

Schools may involve specialists at any point to advise them on early identification of Special Educational Needs and effective support. The child's parents should always be involved in any decision to involve specialists. The involvement of specialists and what was discussed or agreed should be recorded and shared with the parent and teaching staff.

The SENCo and class teacher, together with the specialists, should consider a range of well-founded and effective teaching approaches, appropriate equipment, strategies and interventions in order to support the child's progress. They should agree the outcomes to be achieved through the support, including a date by which progress will be reviewed.

Support should be adapted or replaced depending on how effective it has been in achieving the expected outcomes.

Statutory Assessment of Educational, Health and Care Needs

The majority of pupils with Special Educational Needs will have their needs met within the mainstream provision in the school. However, sometimes it is decided that a pupil's needs are complex and long term, and they may require a greater level of support than that provided at SEN support from the school's own resources. If this is the case, the school will make a request for a Statutory Assessment of Educational, Health and Care Needs to the Local Authority. This examines the child's health and social care needs, as well as their special educational needs.

Educational, Health and Care Plan (EHC)

The Local Authority must conduct an assessment of education, health and care needs and prepare an Education, Health and Care (EHC) plan when it considers that it may be necessary for Special Educational Provision to be made for the pupil through an EHC plan. This is likely to be where the Special Educational Provision required to meet the pupil's needs cannot reasonably be provided from within the resources normally available to the mainstream school.

Annual Review

Where a pupil has an EHC Plan, the school will hold an Annual Review in line with the Special Educational Needs Code of Practice 2014. The meeting will be a person centre review where the pupil, parents and professionals are all fully consulted. Progress towards the objectives in the EHC Plan will be discussed, and new targets set. The EHC will then be updated by the Local Authority.

Statements

The Education, Health and Care Plan (EHC Plan) replaces what were formerly known as statements of special educational needs. Statements continue to apply for children, until their transition is made to an EHC Plan. The School is following Waltham Forest's transition timetable, which plan to transition all statements over to EHC Plans by April 2018. Parents will be informed by the LA in advance of this transition review and can discuss this process with the SENCo.

Resource Provision

In addition to the school's mainstream provision South Grove Primary also has a Resource Provision for pupil's diagnosed with Autistic Spectrum Disorder or Global Delay. This provision is offered in line with the Service Level Agreement with the Local Authority. The Local Authority can consult the school regarding the naming of South Grove Primary Resource Provision on a pupil's EHC. The consultation will then be accepted or rejected based on whether the school can effectively meet the needs of the pupil and how it would affect the existing pupils in the school.

Reasonable Adjustments

Children who have a disability but who are making age-expected progress academically may not need SEN Support but will need a record of what "Reasonable Adjustments" are made to enable the child to be fully included. These may include physical access arrangements, visual adaptations such as large fonts,

seating arrangements, auditory adaptations such as using radio aids or sound field systems, environmental adaptations such as low-distraction areas, etc. They are practical adjustments made to “level the playing field” for the disabled child.

Medical issues

Contact is made with the school nurse or community doctor if any medical issue arises. This is always carried out with parental consent. Health Care Plans are drawn up with the parents and school nurse, SENCo and class teacher if the child has a long-term illness that may need medication to be taken routinely, affect progress at school or require that “Reasonable Adjustments” are made to ensure full access to education.

Examination arrangements

Arrangements are made for pupils with Special Educational Needs taking statutory tests. These can include a reader, extra time and help with recording, in line with government assessment policy.

Transition

When children leave the school, all Special Educational Needs records are sent on to the new school. The SENCo makes contact with the receiving school's SENCo to ensure continuity of support. A transition review is held for children with statements or EHC Plans in year 5, where secondary placement will be discussed by the child, parents, school and involved professionals in a person-centred review. From this, a transition plan will be made and reviewed during the last year of school.

Links to SMSC and British Values

South Grove is an inclusive school with an ethos of respecting individual differences. All children are part of our school community, regardless of their needs or abilities. Events, trips and activities are differentiated and tailored to allow for meaningful access of all pupils, where at all possible. Our school vision is one where all children feel they are part of a learning family at South Grove; that they are a community growing together and supporting each other. Social development is taught both explicitly in formal lessons and implicitly through adult modelling and the creation of an inclusive school culture. Acceptance and engagement with the fundamental British values of individual liberty and mutual respect and tolerance of those who are 11 different from themselves is vital. Children are taught to demonstrate social skills with peers who may communicate, move or behave differently to themselves. They develop attitudes of compassion, mutual respect and understanding. Differences are celebrated throughout the year, through events such as Autism Awareness Week. Pupil Voice is given to all children and is made accessible through the use of scribes, Makaton, PECS, visuals etc. Meaningful pupil Voice is included in all annual reviews. Pupils' attendance and contributions to these meetings will all look different, as they are personalised to accurately capture and share the individual's views in a way that is most meaningful to them.

Monitoring and evaluating SEN provision

The Inclusion register is updated each term by the SENCo, after discussion with class teachers and parents. This is made available to all teachers working with the children identified. The impact of SEN provision on the progress of children on the Inclusion register is measured through:

- Pupils' work
- Feedback from teachers, pupils, parents and other professionals e.g. the school counsellor.
- Progress made against individual targets in Learning Plans
- Regular analysis of pupil tracking data and test results at Pupil progress meetings
- Progress against national data and based on their age and starting points.
- Intervention baselines and exit data.
- Individual progress reports from outside professionals (e.g SALT)
- Progress data gathered from tailored programmes e.g. Speech and Language, Occupational Therapy.

The SENCo maps provision for each pupil and uses the Provision Maps tool to cost provision. Decisions can be made from this as to whether different provisions are cost effective, in terms of impact, time and finances.

Training and development

Continual professional development is provided to staff, based on the needs of the pupils of the Inclusion register at any time. This may include training from external professionals, such as the Educational Psychologist, or Speech and Language Therapist, the SENCo, or staff who have been on specific training days. Teachers and TAs are all regularly observed by members of the Senior Leadership Team, and are provided with feedback regarding the effective inclusion of children with SEND.

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