



# Special Educational Needs and Disability Policy

Date Governors Agreed:	July 2015		
Date to be reviewed:	July 2016		
Head Teacher:		Date:	
Chair of Governors:		Date:	



SOUTH GROVE PRIMARY SCHOOL  
SPECIAL EDUCATIONAL NEEDS AND DISABILITY 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.

Date of Review:- July 2015 (or sooner if required)

#### Introduction

***This policy complies with the statutory requirement laid out in the Special Educational Needs and Disability Code of Practice 0 – 25 (September 2014) it has been written with reference to the following guidance and documents:***

- ***Equality Act 2010: advice for schools DfE Feb 2013***
- ***Special Education Needs and Disability Code of Practice 0 – 25 (June 2014)***
- ***Schools Special Educational Needs Information Report Regulations (2014)***
- ***Statutory Guidance on supporting pupils at school with medical conditions April 2014***
- ***The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013***
- ***Safeguarding Policy***
- ***Accessibility Plan***
- ***Teachers Standards 2012***

***This policy was created by the school's Inclusion Leader in consultation with staff. The Inclusion Leader is:***

***Helen Harris BEd (Hons) and National Award in Special Educational Needs Co-ordination***

This special educational needs and disability policy details how this school will do its best to ensure that the necessary provision is made for any pupil who has special educational needs and/or disability and those needs are made known to all who are likely to teach them. The school will use its best endeavours to ensure that teachers in the school are able to identify and provide for those pupils who have special educational needs. To allow pupils with special educational needs to join in the activities of the school together with pupils who do not have special educational needs, so far as is reasonably practical and compatible with the child receiving the

special educational provision and the efficient education of the pupils with whom they are educated.

The school will have regard to the Special Education Needs and Disability 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 special educational needs provision is being made for their child.

Partnership with parents plays a key role in enabling children and young people with special educational needs to achieve their 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. 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.

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.

This policy outlines the nature and management of special educational needs at South Grove Primary School and Additional Resource Provision for Autistic Spectrum Disorder and Global Delay.

It reflects the consensus of opinion of the whole teaching staff. It was drawn up 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.

#### Definition of Special Educational Needs and Disability

Pupils have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them.

*The four broad categories of need are:*

- *Communication and Interaction*
- *Cognition and Learning*
- *Social, Emotional and Mental Health Difficulties*
- *Sensory and/or Physical Needs*

Pupils have special educational needs if they:



- Have a significantly greater difficulty in learning than the majority of children of the same age
- Have a disability which prevents or hinders them from making use of educational facilities of a kind, generally provided for children of the same age
- Are in schools within the area of the local education authority
- Are under compulsory school age and fall within the definition above or would so do if special educational provision was not made for them

Some children with special educational needs 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 special educational needs 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, ***attendance and punctuality, health and welfare, being in receipt of pupil premium grant, being a looked after child or being a child of a serviceman/woman.***

## 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 *inclusive practice and* an inclusive curriculum by

- ***Identifying and provide for pupils who have special educational needs and additional needs***
- ***Work within the guidance provide in the Special Educational Needs and Disability Code of Practice, 2014***
- ***Provide support and advice for all staff working with special educational needs pupils***
- 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:

- Identifying pupils with special educational needs
- 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 pupils with special educational needs in the mainstream class, but recognising that some pupils may require specialised teaching which can better be provided within an individual or small group situation away from the main classroom including the Additional Resource Provision for Autistic Spectrum Disorder and Global Delay

### The School's Provision for Special Educational Needs

South Grove Primary School and Additional Resource Provision for Autistic Spectrum Disorder and Global Delay 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 Additional Resource 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 the Inclusion Leader 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 School and Additional Resource Provision for Autistic Spectrum Disorder and Global Delay are outlined in the School's Special Educational Needs Information Report.

### 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

**Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. The school regularly and carefully monitoring of pupil progress, including those at risk of underachievement.** If children's needs can be met by quality first teaching in the classroom then, by definition, they do not have special educational need and will not be on the special educational needs register. If they are making less than adequate progress, or appear 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) **outlining what work has to be done to support the pupil, the intervention/adjustments and good quality personalised teaching that are in place** and discuss the pupil with the inclusion leader who will gather information including assessment data. The pupil and parents should be consulted and their views recorded where appropriate. The inclusion leader 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 and the inclusion leader may observe and/or assess 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 Level 1 – the class teacher will of course continue to monitor and track progress – or
- To move on to SEN Support

### Plan

Where it is decided to provide a pupil with SEN Support, the parents must be notified. The teacher and the inclusion leader should agree in consultation with the parent and the pupil, the interventions and support to be put in place in terms of what is additional or different, as well as the expected impact on progress, development or behaviour, 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 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 inclusion leader 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 in line with the agreed date.

The class or subject teacher, working with the inclusion leader, 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.

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. *Other topics of discussion may include;*

- ***Guide parents pupils towards the LA local offer***
- ***Provide a link directly to the school's statutory requirement to provide a School Special Educational Needs Information Report***
- ***Links with other agencies to support the family and pupil***
- ***How the school ensure pupils with special educational needs are enabled to access exams and other assessments***
- ***Transition, from class to class, across key stages and to another school including Secondary School***
- ***Provide a link here to the schools policy on managing the medical conditions of pupils***

The school will ensure that class teachers are supported by the inclusion leader to conduct meetings effectively. ***Any decision to exit the special educational needs register will be made at a review meeting.***

#### 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.

*The school uses a range of services and the inclusion leader is the contact for all outside agencies. Where services are bought in outside agencies tender for the work by providing a proposal to be considered by the school's leadership team. The effectiveness of the service is closing monitored (see Managing Pupil Needs and the Special Educational Needs Register). Provision for personal budgets to fund services is the remit of the local authority. Stakeholders input is sort when the School's Special Education Needs Information Report is reviewed in the Spring term.*

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 inclusion leader 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 at SEN Support. However, where ***the pupil has a higher level of need the school will draw on more specialised assessments from external agencies and professionals and implement the recommended adaptations and interventions.*** The school will make a request for a statutory assessment of Educational, Health and Care Needs, *providing the necessary evidence, to the local authority where these arrangements exceed the school notional budget for special educational needs and local authority top-up funding is required. The Waltham Forest Educational, Health Care Plan Pathway will be used starting with a meeting being called by the school with the family and the local authority to decide the outcome of the request for statutory assessment.*

#### 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 Education, Health Care Plan the school will hold an annual review in line with the Special Educational Needs and Disability Code of Practice 2014. The meeting will be a person centre review where the pupil, parents and professionals are all fully consulted.

#### Resource Provision

In addition to the school's mainstream provision South Grove Primary School also has an additional 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 the Special Education Needs and Disability Code of Practice 2014 and the criteria of the service level agreement.

## **Admissions Arrangements**

South Grove is an inclusive school and welcome pupils irrespective of their special needs or disability. Admissions are made via the Local Authority Admissions Team or by consultation through the Special Educational Needs Team for pupils with either a Statement of Special Educational Needs or an Education, Health Care Plan. Contact information for the admissions team and the special educational needs team can be found on the London Borough of Waltham Forest Website. On occasion we are unable to accept a consultation. The school's decision to reject any consultation is in response to the requirements of the Special Educational Needs and Disability Code of Practice 2014 and is after fully consideration of the evidence i.e. professional reports, pupil observations and assess of need tools.

## **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**

***The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education.***

If any medical issue arises contact is made with the school nurse or community doctor. This is always carried out with parental consent. Health care plans are drawn up with the parents, medical professional, inclusion leader 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 following the school's medicines policy. ***Other policies outlining the support for pupils with medical conditions can be found on the website.***

## **Managing Pupil Needs and the Special Educational Needs Register**

***The school takes a personalised approach to meeting the needs of all pupils. As a result, arrangements are personalised to meet cohort of need. Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. The school regularly and carefully reviews the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the special education needs most frequently encountered. This is supported by the routine use of commercial software to support teachers and support staff including SIMs, Target Tracker, BSquared and Provision***

**Mapping and Learning Plans. BSquared is used to provide further personalisation of assessment for learning, planning and the monitoring of attainment, progress and the effectiveness of provision. Provision Mapping and Learning Profiles is used to collate pupil information securely and accessible, store documents relating a pupil's Special Education Needs i.e. Outside Agency Reports, writing learning plans, map the provision for pupils, cost the provision for pupils and produce reports on provision. An ongoing process of record keeping that feeds into evaluation, monitoring and continuous review of provision with all stakeholders via;**

- **Half termly pupil progress meetings**
- **Termly review meetings**
- **Annual review meetings**
- **Parent forums**
- **Senior Leadership Team meetings**
- **Termly Link Governor meetings**
- **Annual review of the provision management structure in the Spring term**
- **Annual publication of the School's Special Educational Needs Information Report in September, which forms part of the Local Offer**
- **Policy review**
- **The School Improvement Plan**
- **The Inclusion Action Plan**
- **Local Authority termly census**

### **Training and Resources**

**Special education needs at South Grove Primary School and Additional Resource Provision for Autistic Spectrum Disorder and Global Delay is funded from the notional budget and Local Authority Top-Up funding. The training needs of staff are identified through the development of the school improvement plan which feeds into the inclusion action plan and appraisal. Teaching assistants are included in the appraisal system and training provides for all staff to receive whole school, targeted group and individual training from internal and external sources as required. Induction and annual training for core elements includes safeguarding, e-safety, positive handling, first aid and intimate care. The school's Inclusion Leader regularly attends the LAs SENDCo network meetings and external national training course and conferences in order to keep up to date with local and national updates in special educational needs. South Grove Primary School and Additional Resource Provision for Autistic Spectrum Disorder and Global Delay is part of the ASD SRP Network.**

### **Storing and Managing Information**

**Information on pupil's special educational needs is stored as follows;**

- **Copies of documents relating it pupils special educational needs are stored in the main office, in the Inclusion Leader's office and with the relevant class teacher**
- **Copies of documents relating it pupils special educational needs stored in the main office and in the Inclusion Leader's office are kept in lockable cupboard**

- **Confidential documents are destroyed via a shredding service that provide certificates of destruction**
- **Online information is securely stored using professional software services and are currently BSquared and Provision Mapping and Learning Plans and can only be accessed by staff login which is managed by the Inclusion Leader with the support of the school's ICT technician**
- **Information is sent to other school's at the point of transition**
- **Where any information is still in school after transition it is archived**

When children leave the school, all special educational needs records are sent on to the new school. The inclusion leader makes contact with the receiving school's SENDCo to ensure continuity of support. A transition review is held for statemented children in year five, 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.

The special educational needs register is updated each term by the inclusion leader, after discussion with class teachers, and made available to all teachers.

### **Accessibility**

**The school's accessibility plan is founded as part of the equality duty review cycle. The Equality Policy is reviewed every five years and at this point stakeholders are consulted. An action plan that is developed from this consultation includes the accessibility plan. The Equality Policy, Equality Action Plan and Accessibility Plan are all available on the school's website.**

### **Examination arrangements**

Arrangements are made for pupils with special educational needs taking statutory tests. These include a reader, extra time and help with recording, in line with government assessment policy.

### **Dealing with Complaints**

**The Complaints Procedure is available on the school's website. In addition to the lines of communication open to all parent's the parents of pupils with special educational needs can raise concerns and queries through pupil's review meetings, annual review meetings and by liaising with the inclusion leader.**

### **Bullying**

**The Anti-Bullying Policy is available on the school's website and this document outlines specific arrangements made to deal with bullying and special educational needs.**

### **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.
- Keeping the governing body informed of the progress made by pupils with special educational needs

The *inclusion leader* 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 *learning plans*
- Monitoring and reviewing targets and outcomes
- 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
- *Liaising with the welfare assistant with regard the pupil's medical needs*
- 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
- Liaising regularly with the governing body

The *extended schools leader* is responsible for:

- *Pupil that are looked after and/or in care (LAC)*
- *Pupils receiving Pupil Premium Grant (PPG)*

The class teachers are responsible for:

- Identifying pupils who require extra support in class, raising initial concerns and consulting the inclusion leader for advise and support (also part of the monitoring role of subject leaders)
- Differentiating activities for all pupils, including more or less able children
- Writing and/or contributing to learning plans and implementing targets in class
- Monitoring individual progress
- Managing teaching assistants in their classrooms on a day to day basis
- Meeting with parents and outside agencies when appropriate

- Referring to and updating information on the provision map
- Referring to on BSquared
- Updating information on target tracker for all pupils in their class including those within the resource provision

*The Provision Teacher, in addition to class teacher responsibilities, is responsible for:*

- The day to day running of the resource provision including the devolved line management of teaching assistants working with pupils in the resource provision
- Liaising with class teachers
- Overseeing the use of BSquared

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 inclusion leader, 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
- Referring to the provision map
- Updating BSquared where they are the key worker for a pupil with a Statement of Special Educational Needs or an Education, Health Care Plan

*The welfare assistant is responsible for:*

- The day to day running of the medical room
- Liaising with the inclusion leader regarding new health care plans and medical needs

The governing body is responsible for:

- The full implementation of the Special Educational Needs Policy
- Annually reporting the success of the Special Educational Needs Policy
- Appointing a governor with responsibility for special educational needs

*The special educational needs link governor is responsible for:*

- Liaising regularly with the inclusion leader
- Reporting back to the full governing body regarding special educational needs



**SOUTH GROVE PRIMARY SCHOOL  
INITIAL CONCERN FORM**

BASIC INFORMATION AND ASSESS (To be completed by the class teacher)				
Pupil's Name			Class	
Referred By			Date of Referral	
Concern Raised Via <small>Please tick</small>	<input type="checkbox"/>	Pupil Progress Meeting	<input type="checkbox"/>	New Information
	<input type="checkbox"/>	Parent Consultation	<input type="checkbox"/>	Other
What has been put in place to support the pupil? i.e. Quality First Teaching Strategies, interventions				
Main Area of Concern <small>Please tick</small>	<input type="checkbox"/>	Communication and Interaction	<input type="checkbox"/>	Social, Mental and Emotional Health
	<input type="checkbox"/>	Cognition and Learning	<input type="checkbox"/>	Sensory and/or Physical
Assessment Data	Dates	Reading/CL	Writing/PD	Maths/PSED
Progress				
Attainment				
National Expectation				
Behaviour				
Other Concerns				
PLAN AND DO (To be completed by the SENCo)				
What further action and support will be put in place? i.e SENCo observation, interventions				
REVIEW (Half a term after referral)				
What was the outcome of the actions and support?				
	Dates	Reading/CL	Writing/PD	Maths/PSED
Progress				
Attainment				
National Expected Attainment				
Outcome of Review	<input type="checkbox"/> To continue to monitor at cause for concern.			
	<input type="checkbox"/> To move on to SEN Support.			
Pupil's Views				
Parent's Views				

