



## Special Educational Needs and Disability Policy

### Vision Statement

*At Ducklington CE Primary School our aspiration is that every child reaches their full potential in a happy, safe and stimulating environment. This vision is achieved through the Christian values of mutual respect, friendship, perseverance and responsibility.*

#### Definition of Special Educational Needs:

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

Children have a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age; or
- have a disability which prevents or hinders them from making full use of the educational facilities of a kind generally provided for children of the same age in school within the area of the local authority; and
- are of compulsory school age and fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them

Children must not be regarded as having a learning difficulty solely because the language or form or language of their home is different from the language in which they will be taught.

Special educational provision means:

- for pupils of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LA, other than special schools, in the area
- for children under two, educational provision of any kind

*Section 312; Education Act 1996 (updated)*

#### Definition of Disability:

A disabled person is defined as someone who has a physical or mental impairment which has an effect on his or her ability to carry out day-to-day activities. The effect must be; substantial (that is more

than minor or trivial), long-term (that is, have lasted or is likely to last for at least a year or for the rest of the life of the person affected) and adverse.

### **Aims:**

We at Ducklington Primary School believe that each pupil has individual and unique needs. However, some pupils require more support than others to achieve the five outcomes of Every Child Matters. We acknowledge that a significant proportion of pupils will have special educational needs (SEN) at some time in their school career. Many of these pupils may require help throughout their time in school, while others may need a little extra support for a short period to help them overcome more temporary needs. If these pupils are to achieve their full potential, we must recognise this and plan accordingly. Ducklington Primary School aims to provide all pupils with strategies for dealing with their needs in a supportive environment, and to give them meaningful access to the National Curriculum.

In particular, we aim to:

- Enable every pupil to experience success
- Promote individual confidence and a positive attitude
- Ensure all pupils, whatever their special educational needs, receive appropriate educational provision through a broad and balanced curriculum that is relevant and differentiated, and that demonstrates coherence and progression in learning
- Give pupils with SEN equal opportunities to take part in all aspects of the school's provision, as far as is appropriate
- Ensure that children with SEN have opportunities to receive and make known information, to express an opinion, and have that opinion taken into account in any matters affecting them
- Identify, assess, record and regularly review pupil's progress and needs
- Involve parents/carers in planning and supporting at all stages of their children's development
- Work collaboratively with parents, other professionals and support services
- Ensure that the responsibility held by all staff and governors for SEN is implemented

### **Roles and responsibilities:**

*Verity Banbury* is the school's SENCO.

Provision for children with special needs is a matter for the school as a whole. It is each teacher's responsibility to provide for pupils with SEN in his/her class, and to be aware that these needs may be present in different learning situations. All staff are responsible for helping to meet an individual's special educational needs and for following the school's procedures for identifying, assessing and making provision to meet those needs.

The governing body, in co-operation with the Head teacher, has a legal responsibility for determining the policy and provision for pupils with SEN. It maintains a general overview and has appointed a representative governor, Neil Brading, who takes particular interest in this aspect of the school.

The **Head teacher** has responsibility for:

- The management of all aspects of the school's work including provision for pupils with SEN
- Keeping the governing body informed about SEN issues
- Working closely with the SEN personnel within the school

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- Making all staff aware of the need to identify and provide for pupils with SEN
- Ensuring pupils with SEN join in school activities alongside other pupils, as far as is reasonably practical and compatible with their needs and the efficient provision of other pupils
- Ensuring that the implementation of this policy and the effects of inclusion policies on the school as a whole are monitored and reported to governors.

The **Governing Body** will ensure that:

- The necessary provision is made for any pupil with SEN
- They have regard to the requirements of the *SEN and disability Code of Practice (2014)*
- The progress and attainment of children with special needs and/or looked after children are monitored and evaluated when reviewing the effectiveness of the school's support for children with SEN
- They report to parents on the implementation of the school's SEN policy
- They are fully informed about SEN issues
- They set up appropriate staffing and funding arrangements, and oversee the school's work for pupils with SEN
- The quality of SEN provision and provisions for LAC (Looked After Children) is regularly monitored.

The **Special Educational Needs Co-ordinator (SENCO)** is responsible for:

- Overseeing the day-to-day operation of this policy
- Ensuring that an agreed, consistent approach is adopted
- Liaising with and advising other staff
- Helping staff to identify pupils with SEN
- Carrying out detailed assessments and observations of pupils with specific learning problems
- Co-ordinating the provision for pupils with SEN
- Supporting class teachers in devising strategies, drawing up Pupil Profiles, supporting the setting of targets and outcomes appropriate to the needs of the pupils, and advising on appropriate resources and materials for use with pupils with SEN and on the effective use of materials and personnel in the classroom
- Liaising closely with parents of pupils with SEN
- Liaising with outside agencies, arranging meetings and providing a link between these agencies, class teachers and parents
- Maintaining the school's SEN register and records
- Assisting in the monitoring and evaluation of progress of pupils with SEN
- Contributing to the in-service training of staff
- Supporting and advising teaching assistants who work with children with SEN
- Liaising with the SENCOs in receiving schools/and or other primary schools to help provide a smooth transition from one school to the other
- Taking part in LA SEN moderation

The **designated teacher for looked after children** will:

- Promote a culture in which looked after children believe they can succeed and aspire to further and higher education

- Ensure that the teaching and learning needs of the looked after child are reflected in his or her Personal Education Plan and have lead responsibility for its implementation
- Ensure that the views of looked after children are taken seriously and inform decisions about teaching and learning strategies and their personal targets
- Prioritise looked after children for one-to-one tuition
- Promote good home-school-agency links
- Be a source of support for all staff working with looked after children.

**Class teachers** are responsible for:

- Including pupils with SEN in the classroom, and for providing an appropriately differentiated curriculum.
- Reporting SEN pupils in a Pupil Profile.
- Ensuring that they access all available information and support to enable them to make appropriate educational provision for looked after children and children with SEN
- Working closely with parents, carers and specialist agencies to ensure a coherent approach to the education of looked after children and children with SEN.
- Provide guidance for TAs in supporting pupils with SEN, ensuring there is an understanding of their needs.

**Learning support staff/teaching assistants** should:

- Be fully aware of this policy and the procedures for identifying, assessing and making provision for pupils with SEN
- Use the school's procedure for giving feedback to teachers about pupils' responses to tasks and strategies, feeding into the review process of Pupil Profiles.

### **Identification, Assessment and Procedures**

If a teacher has any concerns about a child, there will be an initial dialogue with the SENCo and a "*Children who may need additional support*" form is completed. This becomes a running record of observations carried out by the class teacher. If, after careful monitoring, the child has been identified as not making adequate progress, and they can be matched against the descriptors, he or she will move to SEN register. A pupil will move to SEN if the work that is planned for them or the intervention provided is significantly different from or to those that is offered through differentiated medium and weekly planning. A Pupil profile is produced for that child, which is reviewed termly and shared with the parents.

Intervention at SEN may be as a result of a child showing little or no progress when teaching approaches are targeted at a child's area of weakness, where a child demonstrates difficulty in developing literacy or maths skills which result in poor attainment in some curriculum areas, where there is persistent emotional and/or behavioural difficulties, where a child has particular sensory or physical problems or where a child has communication and/or interaction difficulties.

The school's assessment procedures are used to monitor the progress of individual children. These may include marking, teacher and formal assessment and attitudes to learning to provide information about areas where the child is not progressing adequately. The school makes use of 'P' levels' where

appropriate. The SEN Code of Practice (2001) states that adequate progress can be defined in a number of ways. For example it might be the progress which:

- Closes the attainment gap between the child and their peers
- Prevents the attainment gap growing wider
- Is similar to that of peers starting from the same attainment baseline, but less than the majority of peers
- Matches or betters the child's previous rate of progress
- Ensures access to the full curriculum
- Demonstrates an improvement of self-help
- Social or personal skills
- Demonstrates improvement in the child's behaviour

If, after additional or different strategies have been used and there is no significant improvement in the child's progress, then class teacher and SENCO, in consultation with parents, will refer a child for external support. When a multi-agency approach is required, A Common Assessment Framework (CAF) will be completed and termly 'Team around the Family' (TAF) meetings will follow.

For a very few pupils the help provided at SEN level may not be sufficient to enable the child to make adequate progress. In this case the school, in consultation with parents and any external agency already involved, will consider asking the LA to initiate a Educational Health Care Plan (EHCP) This will be initiated if the child continues to make little or no progress in specific areas over a long period of time, continues working substantially below expected National Curriculum levels and/or continues in having difficulty in developing literacy and numeracy skills. Intervention at this level may also be necessary if a child has emotional and/or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the class group, has sensory or physical needs and requires additional specialist equipment, advice or visits from a specialist service or has on going communication and interaction difficulties that impede the development of social relationships that cause barriers to learning.

## **Provision**

The school aims to provide all pupils with access to a broad and balanced curriculum, in accordance with the Every Child Matters agenda and the National Curriculum. The school employs a range of teaching strategies in addition to differentiated planning to support children's learning. The school recognises children's achievements in their work and behaviour. This is rewarded in a variety of ways including: privilege card system, stickers, class rewards and bonus playtimes.

Provision for children with SEN may be given through support both in and out of the classroom from the class teacher and/or teaching assistants. This support may be individual or in small groups. The support may include the use of writing frames, ICT software and specific literacy and numeracy programmes. Teachers may use a wide range of learning styles for example role play, models, presentations, collaborative work and first hand experience.

## **Pupil Profiles**

A child, who is deemed SEN has a Pupil Profile. The child's Pupil Profile sets out their analysis of needs, their strengths and the specific strategies that are used to support the child in order to enable the child to achieve the desired outcomes. Pupil Profiles will be reviewed once a term, after discussion at the formal review meeting with the SENCo and class teacher. Parents and children are invited to contribute to the Pupil Profile reviews. Reviews of the Pupil Profiles indicate the outcomes in terms of the child's achievements and any further action that is necessary. Small, measurable and achievable targets can be set to help the child reach these desirable outcomes.

### **Staff Development**

The SENCO provides induction for all new members of staff. This induction will include: writing and reviewing Pupil Profiles, liaison with parents and pupils, working with learning support assistants, and resources that may be appropriate. The SENCO provides INSET for teaching staff and learning support assistants as appropriate. The SENCO attends regular SENCO Cluster meetings and appropriate INSET relating to SEN and feeds back to staff. Where appropriate class teachers will attend INSET, for example if there is a child with specific needs in their class.

### **External Support**

The school works in partnership with external agencies. The school seeks support from these agencies according to the child's needs. External support regularly includes:

- Educational Psychologist
- Outreach teachers
- The Hub (early intervention base)
- Behaviour Support service
- PCAMHS
- School's Educational Welfare Officer.
- Social Services
- School Nurse
- Speech and Language Therapy Service
- Advisory Teachers

The SENCO and class teacher liaise with the support agency to review progress and discuss strategies being used. The SENCO will work with the class teacher to ensure advice given by external agencies is reflected in the child's Pupil Profile. Parents are invited to meet with external agencies involved with their child.

### **Links with other schools**

- EYFS staff meet with staff from the local preschool and communicate with staff from local nurseries prior to pupils starting school. Concerns about particular needs will be brought to the attention of the SENCO during these meetings. Where necessary the SENCO will arrange a further meeting to discuss the needs of the children with SEN.
- Class teachers of children joining from other schools will receive information from the previous school; if there is an SEN issue the SENCO will telephone to further discuss the child's needs.

- At secondary transfer, class teachers from Year 6 and 7 meet to pass on information. Children for whom transfer may be more difficult will receive additional support and will make additional visits to the secondary school wherever possible.

## Parents

- Staff and parents/carers will work together to support pupils identified as having additional needs.
- Parents/carers will be involved at all stages of the education planning process.
- At review meetings with parents/carers we try to always make sure that the child's strengths as well as weaknesses are discussed. Where we make suggestions as to how parents/carers can help at home, these are specific and achievable and that all parents/carers go away from the meeting clear about the action to be taken and the way in which outcomes will be monitored and reviewed.
- Pupil Profiles may include targets to work towards at home, and parents/carers are always invited to contribute their views to the review process. All Pupil Profiles and reviews will be copied for parents.
- Parents/carers' evenings provide regular opportunities to discuss concerns and progress. Parents/carers are able to make other appointments on request.
- Parents who do not have English as a first language, do not have fluent English or are disabled will be offered support.

## Pupils

- The school considers the views of pupils in their learning. Views and opinions are sought and encouraged in lessons.
- Children are expected to contribute and listen appropriately. Activities such as Circle Time and SEAL encourage participation from all pupils.
- The School Council offers representatives from each class an opportunity to discuss a range of school issues.
- The school seeks to reflect a range of learning styles in lessons to meet particular needs.

## Monitoring

The Head Teacher, SENCO and Governing Body are responsible for monitoring the implementation of this policy. Class teachers monitor the progress of individual children through marking, teacher assessment and formal assessment. Class teachers share information relating to Pupil Profiles with teaching assistants and supply teachers. Progress of SEN children is monitored by class teachers and SENCO on a termly basis. The SENCO will aim to meet with the Educational Psychologist at each visit.

The SENCO reports to the Governing Body every term. Reports to governors may include information about how resources are managed and deployed, the involvement of parents, external agencies working in the school and procedures for review. It may also include reference to the extent to which standards have improved across groups of children with SEN and

the movement of children from graduated response action. The Head Teacher reports to the Governing Body Resources Committee and this includes reference to SEN spending.

## **Complaints**

In the first instance the Head Teacher will deal with any complaint about the provision given for a child with SEN. The parents will be invited to meet with the Head and SENCO if appropriate, to discuss concerns. The Head Teacher will respond to any complaint as soon as is reasonably possible. This will usually be expected to be between one and two days. Parents may contact the Chair of Governors if they feel their complaint has not been dealt with satisfactorily. The school will seek to work in partnership to resolve any concern and if a complaint is upheld will agree time targets in which the school aims to respond.