Special Educational Needs and Disability Policy

Vision Statement

Nurture, Bloom, Rejoice
At Ducklington CE Primary School, we … 'will bloom, rejoice greatly and shout for joy'. (Isaiah 35 1-2) This is embodied in our logo, the fritillary, as each flower is unique but part of the fritillary family.

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:

a) Have a significantly greater difficulty in learning than the majority of children of the same age; or
b) 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
c) 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 CE Primary School believe that each pupil has individual and unique needs. However, some pupils require more support than others to achieve the best outcomes. We acknowledge that a significant proportion of pupils will have special educational needs or a disability (SEND) 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 CE 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 or disability, 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 SEND equal opportunities to take part in all aspects of the school's provision, as far as is appropriate
- Ensure that children with SEND have opportunities to receive and make known information, to express an opinion, and have that opinion considered in any matters affecting them
- Identify, assess, record and regularly review pupils' 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 SEND is implemented

Roles and responsibilities:

Mrs Zoe Wells is the school's SENDCo.

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 SEND 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 SEND. It maintains a general overview and has appointed a representative governors, Alison Spencer-Schoeman and Sarah Kerswell, who take particular interest in this aspect of the school.

The **Headteacher** has responsibility for:

- The management of all aspects of the school's work including provision for pupils with SEND
- Keeping the governing body informed about SEND issues
- Working closely with the SEND personnel within the school
- Making all staff aware of the need to identify and provide for pupils with SEND
- Ensuring pupils with SEND 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 SEND
- They have regard to the requirements of the *SEND 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 SEND
- They report to parents on the implementation of the school's SEND policy
- They are fully informed about SEND issues
- They set up appropriate staffing and funding arrangements, and oversee the school's work for pupils with SEND
- The quality of SEND provision and provisions for LAC (Looked After Children) is regularly monitored.

The **Special Educational Needs and/or Disability Co-ordinator (SENDCo)** 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 SEND
- Carrying out detailed assessments and observations of pupils with specific learning problems
- Co-ordinating the provision for pupils with SEND
- Supporting class teachers in devising strategies, drawing up Individual Support Plans (ISPs), 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 SEND and on the effective use of materials and personnel in the classroom
- Liaising closely with parents of pupils with SEND
- Liaising with outside agencies, arranging meetings and providing a link between these agencies, class teachers and parents
- Maintaining the school's SEND register and records
- Assisting in the monitoring and evaluation of progress of pupils with SEND
- Contributing to the in-service training of staff
- Supporting and advising teaching assistants who work with children with SEND
- Liaising with the SENDCos in receiving schools/and or other primary schools to help provide a smooth transition from one school to the other

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
- 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 SEND in the classroom, and for providing an appropriately differentiated curriculum.
- Writing and reviewing ISPs that outline the provision and support SEN children are receiving
- Ensuring that they access all available information and support to enable them to make appropriate educational provision for looked after children and children with SEND
- Working closely with parents, carers and specialist agencies to ensure a coherent approach to the education of looked after children and children with SEND.
- Provide guidance for TAs in supporting pupils with SEND, 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 SEND
- Use the school's procedure for giving feedback to teachers about pupils' responses to tasks and strategies, feeding into the review process of ISPs.

Identification, Assessment and Procedures

If a teacher has any concerns about a child, there will be an initial dialogue with the SENDCo to identify the need they have observed. The SENDCo and class teacher will look holistically at the child; taking into account their data and any changes in their behaviour or emotional wellbeing. The SENDCo may observe the child in class as part of this process. 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 support where we always consult parents. When a pupil will moves to SEN support the work planned for them or the intervention provided is significantly different from or to those that is offered through differentiated medium and weekly planning. They will placed on the SEND register. An Individual Support Plan (ISP) is produced for that child, which is reviewed three times a year and shared with the parents. If we observe a slight change in a child's academic performance or have concerns in an area of SEN, we may place them on the 'monitoring list' and observe them over a period of time to identify if they improve or if they do then need to go on the SEN register.

Intervention at SEN Support 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;
- 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 SEN Code of Practice (2014) 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

At any stage external support may be used. Parents will always be consulted and informed of visits. Advice from other professionals will be used and strategies monitored.

When a multi-agency approach is required, a Strengths and Needs assessment will be completed and termly 'Team around the Family' (TAF) meetings will follow.

For a very few pupils the help provided at SEN Support 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 an Educational Health Care Needs Assessment (EHCNA) This process may lead to the child being issued with an Education, Health and Care Plan (EHCP). This process will be initiated if the child continues to make little or no progress in specific areas over a significant time, continues working substantially below expected National Curriculum standards 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;
- 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 school's Teaching and Learning Policy 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.

Provision for children with SEND 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.

Individual Support Plan (ISPs) (previously called Pupil Profiles)

A child, who is deemed has having SEND has an ISP. The child's ISP sets out the analysis of their 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. ISPs will be reviewed once a long term, after discussion at the formal review meeting with the parents and class teacher. The SENDCo can attend reviews at the request of the parents or class teacher. Children are invited to contribute to the ISP reviews. Reviews of the ISP 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. If a child has achieved all their outcomes and they no longer require additional support, they will be taken off the SEN register.

Staff Development

The SENDCo provides INSET for teaching staff and learning support assistants as appropriate. The SENDCo attends regular SENDCo partnership meetings and appropriate INSET relating to SEND 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
- CAMHS
- Mental Health Support Team (MHST)
- Social Services
- School Nurse
- Speech and Language Therapy Service
- SENSS Advisory Teachers

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

Links with other schools

- EYFS staff meet and communicate with staff from local nurseries prior to pupils starting school. Concerns about particular needs will be brought to the attention of the SENDCo during these meetings. Where necessary the SENDCo will arrange a further meeting to discuss the needs of the children with SEND.
- Class teachers of children joining from other schools will receive information from the previous school; if there is an SEND issue the SENDCo 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.
- ISPs 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 encourage participation from all pupils.
- The school seeks to reflect a range of learning styles in lessons to meet particular needs.

Monitoring

The Headteacher, SENDCo 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 SEND children is monitored by class teachers and SENDCo on a termly basis.

The SENDCo 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 SEND and the movement of children from graduated response action. The Headteacher reports to the Governing Body Resources Committee and this includes reference to SEND spending.

Complaints

In the first instance the Headteacher will deal with any complaint about the provision given for a child with SEND. The parents will be invited to meet with the Head and SENDCo if appropriate, to discuss concerns. The Headteacher 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.

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