

**THE EDWARD RICHARDSON PRIMARY SCHOOL
TETFORD**

**SPECIAL EDUCATIONAL NEEDS AND DISABILITIES
POLICY**

Review, Responsibility & General Information

Policy Category	Curriculum & Delivery
Review Cycle	Annual
Body determining Review Cycle	Governing Body
Date of Governors meeting when last agreed	15 th November 2016
Date of last review	9 th November 2016
Term next due for update	Autumn Term 2017
Date due for next agreement by Governors	November 2017
Member of staff responsible for this update	Joanna Hyde
Member of staff to whom queries are directed	Joanna Hyde
SEND Governor responsible for this update	Jonathan Wilkinson-White
Policy on website	Yes
Requirement	Statutory

SENCO	Joanna Hyde - Deputy Headteacher National Award for SEN Co-ordination 2013
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1. PHILOSOPHY

At the Edward Richardson Primary School we believe in equality of opportunity and recognise the need to provide a broad and balanced curriculum for all of our children, regardless of need. This must be relevant to the individual child and provide access for physical, social, emotional and intellectual development.

We believe that every teacher is a teacher of every child, including those with SEND. Individual teachers have responsibility for meeting the needs of

children with special educational needs; all children with special educational needs will have access to a broad and balanced curriculum.

2. AIMS

The aims of our school, through this policy, are:

- to raise the aspirations of, and expectation for, all pupils with SEND
- to create an environment that meets the special educational needs of each child

3. OBJECTIVES

- to identify and provide for pupils who have special educational needs and disabilities
- to work within the guidance provided in the SEND Code of Practice (2014)
- to operate a 'whole pupil, whole school' approach to the management and provision of support for special educational needs
- to provide a trained SENCO who will oversee the whole school approach to the inclusion of children with SEND
- to provide support and advice for all staff working with special educational needs pupils
- to develop and maintain partnership and high levels of engagement with parents
- to ensure access to the curriculum for all pupils

4.1. DEFINITION OF SPECIAL EDUCATIONAL NEEDS

According to the Children and Families Act 2014 (section 20) and the Special Educational Needs and Disability Code of Practice: 0-25 years (2014), a child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

- i. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

ii. For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers. For a child under two years of age, special educational provision means educational provision of any kind.

iii. A child under compulsory school age has special educational needs if he or she is likely to fall within the definition in paragraph above when they reach compulsory school age or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014).

4.2 AREAS OF NEED

There are four broad areas of need.

4.2.1. Communication and interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

4.2.2. Cognition and learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

4.2.3. Social, emotional and mental health difficulties

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviours. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder.

4.2.4. Sensory and/or physical needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

4.3. DISABLED CHILDREN AND YOUNG PEOPLE

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'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.

4.4. OTHER BARRIERS TO LEARNING

The following are not included in the definition of SEN but may impact on progress and learning:

- Attendance and punctuality
- Health and Welfare
- English as an additional language (EAL)
- Being in receipt of Pupil Premium
- Being a looked-after child (LAC)
- Being a child of service personnel
- Behavioural issues

5. RESPONSIBILITIES

5.1. ROLE OF THE CLASS TEACHER

- To deliver quality first teaching to all pupils in every lesson
- To adapt teaching to respond to the strengths and needs of all pupils
- To set high expectations for all children including those with SEND
- To be responsible for the progress of all pupils, including those with SEND
- To identify pupils with SEND so that early intervention can be implemented
- To differentiate the curriculum accordingly to meet the needs of children with SEND

- To be responsible for the planning and implementation of appropriate intervention that is detailed on the pupil's SEN Support Plan (SSP) and on the school's Provision Map
- To involve the pupil in the planning and review of their SSP
- To plan for the support of the teaching assistant (TA) with a specific child or group of children
- To liaise effectively with teaching assistant, Special Educational Needs and Disabilities Co-ordinator (SENCO), any outside agencies helping the child and the parent/carer
- To review the SSP at least three times over the academic year
- To inform the SENCO of any necessary resource implications
- To liaise initially with the parents and keep the parent/carer informed of changes to the SSP
- To assess and record the learning that has occurred

5.2. ROLE OF THE TEACHING ASSISTANT

- To support the learning of all pupils
- To support the class teacher in the provision and delivery of effective targeted interventions
- To monitor, assess and record the impact of interventions that they may deliver
- To feedback to the class teacher (and SENCO if required) the impact of targeted interventions

5.3. ROLE OF THE SEND CO-ORDINATOR

- To oversee the day to day running of the school's SEND policy
- To liaise with and advise fellow teachers on the development of intervention programmes and SEN Support Plans
- To be the line manager for SEN Teaching Assistants
- To co-ordinate provision for children with special educational needs
- To compile and update the school's Provision Map
- To use the Provision Map to evaluate the effectiveness of intervention programmes
- To evaluate the best value outcomes of SEND intervention
- To maintain the school's SEND register and copies of SSPs
- To oversee the records on all pupils with special educational needs
- To liaise with parents of children with special educational needs to ensure that they are fully involved in their child's provision

- To ensure that pupils have the opportunity to be involved in the planning and review of their SSP
- To contribute to the in-service training of staff and governors
- To liaise and work in partnership with external agencies
- To keep the headteacher informed of all developments, parent interviews etc.

5.4. ROLE OF THE HEADTEACHER

- To have overall responsibility for the management of the policy
- To meet regularly with the SENCO to examine the impact of provision for children with SEND
- To monitor, through the tracking of progress for all pupils, the effectiveness of the provision for pupils with SEND
- To be the Designated Teacher for Child Protection
- To manage Pupil Premium and Looked-After Children funding

5.5. ROLE OF THE SEND GOVERNOR

- To maintain an informed and up-to-date overview of the provision within the school for pupils with SEND
- To have regular meetings with the SENCO, (at least six per year, one per term) to review the progress made by pupils with SEND
- To update the governing body on the effectiveness of the provision for pupils with SEND
- To keep abreast of the developments and requirements for the provision of pupils with SEND

5.6. ROLE OF THE GOVERNING BODY

- To admit a child to the school where they are named in an education, health and care plan (EHCP)
- To ensure and check that provision is being made for each child
- To inform parents/carers if a child is receiving Special Educational Provision and is on the SEN register
- To report annually to parents on the school's SEND policy and budget

6. IDENTIFICATION, ASSESSMENT AND PROVISION FOR PUPILS WITH SEND

The SENCO will have two afternoons per week in order to provide support to both staff and children. This time will also be used to liaise with external agencies and act as line manager to the Special Educational Needs Teaching Assistants.

6.1. IDENTIFICATION AND ASSESSMENT

It is the class teacher's responsibility to provide quality-first teaching for all pupils. Making higher quality teaching normally available to the whole class is likely to mean that fewer pupils will require special educational provision.

On entering school in Reception the teacher will make use of any information from previous nurseries, playschools and the child's parents. The SENCO will liaise with any other agencies that have been involved in the care of the child.

During the Reception year the Early Years Foundation Stage Profile will be completed for each child. These assessments will enable the class teacher to find the level of entry skills for each child and to provide starting points for the curricular development of the child.

If any of the assessments provide the Early Years Foundation Stage teacher with cause for concern the SENCO will be informed. Close monitoring is essential but premature intervention may be counter productive.

At all stages of a child's school career their social and emotional development will be taken into account when assessing special educational needs. For Reception and Year 1 children this element will be of higher priority. Close monitoring may be more helpful than any premature intervention during these early years of school.

Class teachers, supported by the senior leadership team, should make regular assessments of progress for all pupils. These should seek to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline

- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

It can include progress in areas other than attainment - for instance where a pupil needs to make additional progress with wider development or social needs.

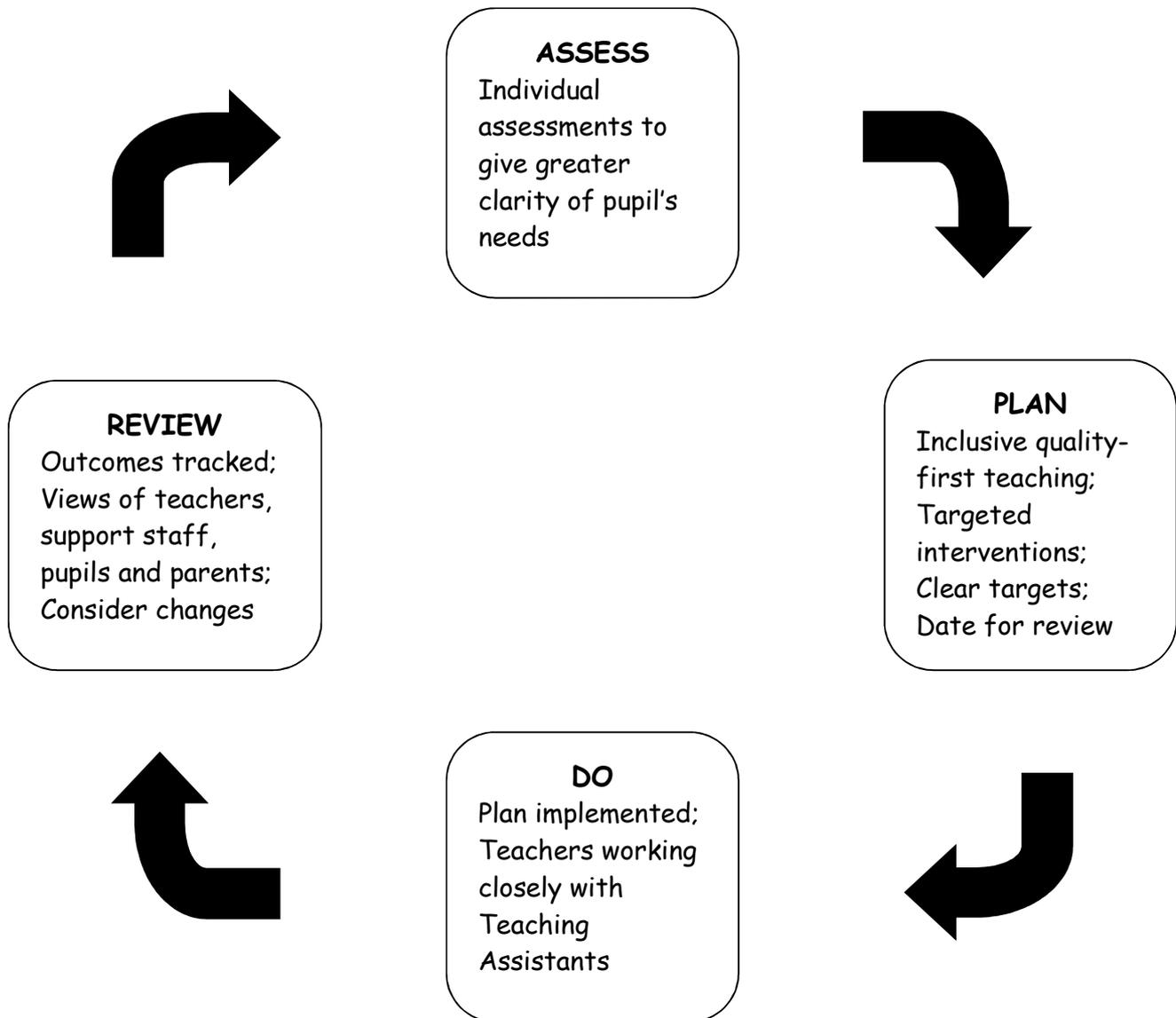
The first response to such progress should be high quality teaching targeted at their areas of weakness. Where progress continues to be less than expected the class or subject teacher, working with the SENCO, should assess whether the child has SEN. Identifying need at the earliest point and then making effective provision improves long-term outcomes for the child.

All children with SEND will be assessed using PIVATS in order to monitor closely the small steps in progress and to set specific targets.

A record of all children with SEND will be maintained on the SEN Register.

6.2. THE CYCLE OF SEN PROVISION

The following cycle will be used:



6.3 SEN SUPPORT (LOWER)

Parents/carers will be involved from the earliest stages of concern and will be fully informed of the support that their child is receiving. Once it has been identified that a child has a special educational need, a meeting will be held with the parents/carers and the process for meeting the need will be explained (see cycle above). The child may be involved in discussions on how their needs are to be met at a level appropriate to their age. An SSP will detail the targets, strategies, provision and expected outcomes and specify

a review date. At the review stage parents/carers will have clear information about the impact of the support and interventions provided, enabling them to be involved in planning next steps.

6.4 SEN SUPPORT (HIGHER)

Where a pupil continues to make less than expected progress, despite evidence-based support and interventions that are matched to the pupil's area of need, the school will consider involving specialists, including those secured by the school itself or from outside agencies.

Specialists may be involved at any point to advise them on early identification of SEN and effective support and interventions. A specialist should be involved where a pupil continues to make little or no progress or where they continue to work at levels substantially below those expected of pupils of a similar age despite evidence-based SEN support delivered by appropriately trained staff. The pupil'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 parents and teaching staff supporting the child in the same way as other SEN support.

Such specialist services may include, but are not limited to:

- The Specialist Teaching Team (STT)
- Educational Psychology Team (EPT)
- Child and Adolescent Mental Health Services (CAMHS)
- Speech and Language Therapy (SALT)
- Working Together Team
- Dyslexia Outreach
- Specialist teachers with responsibility for hearing and vision impairment
- Occupational therapists and physiotherapists
- BOSS (Behavioural Support Outreach Service)
- Pupil Reintegration Team

6.5 REQUESTING AN EDUCATIONAL, HEALTH AND CARE ASSESSMENT

The needs of the great majority of children who have SEND should be met under the school based stages of SEN Support and by the resources made available to schools through the delegated funding arrangements without the

statutory involvement of the Local Authority but, in a small of minority of cases, those with complex and severe needs, the school or parents should consider requesting an Education, Health and Care needs assessment. Application may be made using the guidelines set out by Lincolnshire County Council and they will follow the regulation set out in the Special Educational Needs and Disability Code of Practice: 0-25 years (2014).

6.6 EDUCATION, HEALTH AND CARE PLANS

If, after considering the application and carrying out the assessment by the Local Authority, it is deemed necessary an Educational, Health and Care Plan will be issued. This will follow an agreed format by Lincolnshire County Council and will include:

- The views, interests and aspirations of the child and his or her parents
- The child's special educational needs.
- The child's health needs which are related to their SEN.
- The child's social care needs which are related to their SEN or to a disability.
- The outcomes sought for the child. This should include outcomes for adult life. The EHC plan should also identify the arrangements for the setting of shorter term targets by the school.
- The special educational provision required by the child.
- Any health provision reasonably required by the learning difficulties or disabilities which result in the child having SEN. Where an Individual Health Care Plan is made for them, that plan should be included.
- Any social care provision which must be made for a child or young person under 18 resulting from section 2 of the Chronically Sick and Disabled Persons Act 1970.
- Any other social care provision reasonably required by the learning difficulties or disabilities which result in the child or young person having SEN.
- The name and type of the school, maintained nursery school, post-16 institution or other institution to be attended by the child and the type of that institution
- Where there is a Personal Budget, the details of how the personal budget will support particular outcomes, the provision it will be used

for including any flexibility in its usage and the arrangements for any direct payments for education, health and social care.

- The advice and information gathered during the EHC needs assessment must be attached (in appendices). There should be a list of this advice and information.

The EHC Plan must be reviewed and submitted to the Local Authority as a minimum every 12 months. However regular reviews (at least three per year) using the cycle in section 6.2 will be carried out by school.

Full and detailed support will be provided throughout by the SENCO for parents and carers of children undertaking this process.

6.7. TERMINATION OF SUPPORT

The aim of SEN support is to enable a child to make accelerated progress so that they achieve at the same level as their peers. If, at the meeting at the end of a review cycle, this has been achieved, the SENCO and parents/carers will agree that SEN support is no longer needed and the child will be removed from the SEN register. The child's attainment will continue to be monitored closely to ensure that good progress is maintained.

7. TRAINING AND RESOURCES

7.1 FUNDING

The school receives an identified budget for the academic year. Much of this is taken up by 'notional funding' of £6,000 per pupil for an EHC and those on SSP higher level of support.

7.2 IN SERVICE TRAINING

The school's Performance Management cycle will be used to identify and plan for any staff training needs. Opportunities will be given for relevant INSET as a need is identified.

8. PARTNERSHIPS

8.1 PUPILS

In order for pupils with SEND to have the maximum benefit from the support provided, it is essential that they are involved in the planning and

review cycle. The class teacher has the prime responsibility for this as they work most closely with the child. However, the SENCO will have overall responsibility for ensuring that this takes place.

8.2 PARENTS

The Edward Richardson School has an open door policy, welcoming parents/carers into school for advice or to help in the classroom.

Parents/carers of children with SEND will be informed of their child's requirements and actively encouraged to take part in discussions on how they might be met. They will be given advice and material to help their child at home, although we recognise that some parents/carers might find this difficult.

Parents are invited to attend the reviews of their child's SSP or EHCP in addition to the termly Family Afternoons and the Parent Consultation Evenings that are held when parents/carers are invited to discuss their child's progress. At other times the SENCO and class teachers will be available to discuss any areas concerning the SSP or EHCP for a particular child with their parents/carers. Their views will be recorded.

Any parental concerns will also be reported to the SENCO who will record them and decide, in consultation with the class teacher, what action should be taken. Parents/carers of children with SEND will be made aware of the services provided by Parent Partnership.

Our aim is to have positive fruitful partnerships with parents and carers to the benefit of the child.

9. TRANSITION

SEN Support Plans should include planning and preparation for the transitions between phases of education and preparation for adult life. To support transition, the school will share information with the school to which the child is moving. School will agree with parents and pupils the information to be shared as part of this planning process. Where it is necessary for pupils to have extra transition provision for induction into or movement

within the school this will also be planned in consultation with parents/carers and the pupil, if appropriate.

Year 6 pupils usually transfer to Banovallum School or Queen Elizabeth's Grammar School in Horncastle but some transfer to Louth, Alford or Spilsby. All SEND records will be passed forward on transfer. On rare occasions children may transfer into a special educational need setting if this is deemed appropriate by the county council.

Staff from all schools visit Tetford to discuss individuals with the class teacher and, if necessary, the SENCO. Time is arranged for children to spend time at their new school prior to transfer in order to familiarise them with the new environment.

10. STORING AND MANAGING INFORMATION

All documentation will be stored in the filing cabinet in the Meeting Room and will be supervised by the SENCO. All records of children with SEND will be passed on to their receiving school. Documentation for children who have exited the SEN register will be retained until they move to another school.

11. IMPLEMENTATION

Successful implementation of this policy should be evident by:

- The progress made by children in all areas of self-esteem and skill levels
- The satisfaction of parents, children, governors and staff.
- The effective use of resources.

12. COMPLAINTS PROCEDURE

This is the same as the complaints procedure for the other areas of the curriculum. The only change is that where the SENCO is involved in the learning of the child, the parent should discuss the problems with the coordinator.

13. MONITORING AND EVALUATION

The policy will be reviewed annually. The SENCO will meet with the headteacher and the SEND Governor on a regular basis. Judgements will be made about:

- how quickly needs are responded to
- the views of parents in the working of parent partnerships

- the effectiveness of the graduated approach in meeting needs
- how well pupils with SEND take part in the whole curriculum
- how independent and confident in school life special needs pupils become
- children will be removed from the SEND register when, after consultation between the class teacher and SENCO, parent and/or other outside agencies, it is agreed that the child has made sufficient progress in the identified area of difficulty

An annual report will be presented to the full governing body by the Special Needs and Disabilities Governor.