



Special Educational Needs Policy

New Policy January 2017

Member of Staff Responsible: Mr Mills, SENCO
Review date: January 2018
Approved by SLT on Thursday 12 January 2017
Approved by Full Governors on 30 January 2017 (Min No: 114/2016/17.12)

‘This policy was reviewed and has been impact assessed in the light of all other school policies including the Disability Equality Scheme.’

A Whole School Approach to Special Educational Needs and Disability

Definitions of terms

- Pupils have special educational needs if they have learning difficulties which call for special educational provision to be made for them.
- Pupils have learning difficulties if they have significantly greater difficulty in learning than the majority of pupils of their age.
- The term special educational need applies to pupils whose access to the curriculum is hindered in some way and prevents them from fulfilling their potential.

This will include pupils who fall within the four areas of need as highlighted in the Code of Practice, June 2014: -

- Communication and Interaction
- Cognition and Learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

Aims

We aim to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the Special Educational Needs and Disability Code of Practice.

Objectives

Staff members seek to:

- i. Identify the needs of pupils with SEN as early as possible. This is most effectively done by gathering information from parents, education, health and care services prior to the child's entry into the school.
- ii. Monitor the progress of all pupils in order to aid the identification of pupils with SEN. Continuous monitoring of those pupils with SEN by their teachers will help to ensure that they are able to reach their full potential.
- iii. Make appropriate provision to overcome all barriers to learning and ensure pupils with SEN have full access to the National Curriculum. This will be coordinated by the SENDCO and may involve the Headteacher and other members of staff as appropriate and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.
- iv. Work with parents to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEN procedures and practices and providing regular feedback on their child's progress.
- v. Work with and in support of outside agencies when the pupils' needs cannot be met by the school alone. Some of these services include Educational Psychology Service, Speech and Language Therapy, Children and Adult Mental Health Service (CAMHS), Hearing Impaired Service, Physical Impaired Service and County Behaviour Support Service.
- vi. Create a school environment where pupils can contribute to their own learning. This means encouraging relationships with adults in school where pupils feel safe to voice their opinions of their own needs, and carefully monitoring the progress of all pupils at regular intervals. Pupil participation is encouraged through school by wider opportunities such as school parliament, residential visits, productions, sports teams and star leaders.

2. Roles and responsibilities

The role of the Special Educational Needs and Disabilities Co-Ordinator (SENCO)

The SENCO, in collaboration with the Headteacher, and Governing Body, plays a key role in helping to determine the strategic development of the SEN policy and provision in the school to raise the achievement of pupils with SEN. The key responsibilities of the SENCO include:

- overseeing the day-to-day operation of the school's SEN policy
- liaising with and advising teachers and teaching assistants

- managing the SEN team
- coordinating provision for pupils with special educational needs
- overseeing the records on all pupils with special educational needs
- liaising with parents of pupils with special educational needs
- contributing to the in-service training of staff
- liaising with external agencies including the LA's Support and Educational Psychology Services, Careers Service, Health Service and the local Multi Agency Team and voluntary bodies.

The Assistant SENCO, in collaboration with the SENCO, provides specialist support for pupils with additional needs to raise the achievement and close the gap, for pupils with SEN or those who are Catch Up Premium pupils.

Our SEND Governor meets half-termly with the SENCO and is updated regarding the progress of pupils with SEN and the changes in the provision in preparation for scheduled full governing body briefing.

The role of the Teaching Assistant

Teaching Assistants will aid the delivery of quality first teaching by providing support for the pupils, teachers, curriculum and the school under the guidance of the classroom teacher. They liaise closely with teachers regarding the work set for an individual/class, and assist with setting out and differentiating of learning materials. Teaching Assistants encourage the participation of pupils in the social and academic processes of the school, and enable pupils to become more independent learners. Teaching Assistants work closely with the class teacher to contribute to the management of pupil behaviour, and maintain an appropriate working environment, including implementation of the school's behaviour and teaching and learning policies and any other relevant policies.

Teaching Assistants establish and promote productive relationships with pupils, the inclusion of all pupils within the classroom and the school, and help to assist in raising the standards of achievement of all pupils following classroom teachers' instructions and guidance. Teaching Assistants observe and report on pupil performance, and update relevant records at agreed time intervals.

Arrangements for coordinating SEN provision

The SENCO and Assistant SENCO hold details of all SEN records for individual pupils.

All staff can access:

- i. The Parkside Community School SEN Policy
- ii. A copy of the full SEN Profile for the school
- iii. Guidance on identification of SEN in the Code of Practice
- iv. Information on individual pupils' special educational needs, including pupil profiles, targets set and copies of their provision map
- v. Practical advice, teaching strategies, and information about types of special educational needs and disabilities

vi. Information available through Derbyshire's SEND Local Offer.

In this way, every staff member will have complete and up-to-date information about all pupils with special needs and their requirements which will enable them to provide for the individual needs of all pupils.

This policy is made accessible to all staff and parents in order to aid the effective coordination of the school's SEN provision.

Admission arrangements

Please refer to the information contained in our school prospectus.

The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEN; those with Education, Health and Care Plans and those without.

Specialist SEN provision

We are committed to whole school inclusion. In our school we support children who have a range of special educational needs. We will seek specialist SEN provision and training from SEN services where necessary.

Facilities for pupils with SEN

The school complies with all relevant accessibility requirements; please see the school accessibility plan for more details.

Allocation of resources for pupils with SEN

All pupils with SEND will have access to a proportion of the school's budget which equates to £6,000; some pupils with SEND may access additional funding.

For those with the most complex needs, additional funding (High level Needs, HLN) is retained by the Local Authority. The SENCO will refer individual applications to a multi-agency panel, which is administered by the Local Authority, who will determine whether the level and complexity of need meets the threshold for this funding. It would then be the responsibility of the SENCO, Headteacher and governors to agree on the allocation of resources.

Identification of pupils needs

Identification

See definition of Special Educational Needs at start of policy.

Quality First Teaching

Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators will be monitored.

Once a pupil has been identified as possibly having SEN, they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.

The pupil's subject teacher, Mentor, or Pastoral Support worker will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.

The SENCO will be consulted as needed for support and advice and may wish to observe the pupil in class.

Through consultation and observation, it can be determined which level of provision the pupil requires. Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.

The child will be recorded by the school as being monitored due to parental or teacher concern but this does not automatically place the child on the school's SEN register. Any concerns will be discussed with parents informally or during Parent Consultation Evenings.

Parent Consultation Evenings are used to monitor and assess the progress being made by children.

SEN Support

Where it is determined that a pupil does have SEN, parents will be formally advised of this and the pupil will be added to the SEN register. The aim of formally identifying a pupil with SEN is to help school ensure that effective provision is put in place and in so doing, remove barriers to learning. The support provided consists of a four – part process:

Assess

Plan

Do

Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Assess

This involves clearly analysing the pupil's needs using the Mentor, Subject Teacher, Pastoral Support and taking details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents into account. The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and

compared with the school's information and assessment data on how the pupil is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff is already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

Plan

Planning will involve consultation between the teacher, SENCO and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants and to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCO.

Review

Reviews of a child's progress will be made regularly. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and, where necessary, their parents. The class teacher, in conjunction with the SENCO will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil. This could sometimes result in the pupil being removed from SEN Support.

Referral for an Education, Health and Care Plan

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources is required.

The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review.

The application for an Education, Health and Care Plan will combine information from a variety of sources including:

- i. Parents
- ii. Teachers
- iii. SENCO
- iv. Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Education, Health and Care Plan (EHC Plan)

Following Statutory Assessment, an EHC Plan will be provided by Derbyshire County Council, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved in developing and producing the plan.

Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the plan if it differs from their preferred choice.

Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

Pupils with a statement of Special Educational Needs or an Educational Health and Care Plan, on SEN Support or receiving school interventions are reviewed regularly and it will be decided whether the young person will be removed from the Inclusion Register.

Further information about EHC Plans can found via the SEN Local Offer: <http://www.derbyshireSENlocaloffer.org/> or by contacting the Parent Partnership Service on 01629 533660.

Access to the curriculum, information and associated services

Pupils with SEN will be given access to the curriculum through the specialist SEN provision provided by the school as is necessary, as far as possible, taking into account the wishes of their parents and the needs of the individual.

Every effort will be made to educate pupils with SEN alongside their peers in a mainstream classroom setting. Where this is not possible, the SENCO will consult with the child's parents for other flexible arrangements to be made.

Regular training and learning opportunities for staff on the subject of SEN and SEN teaching are provided both in school and across the family of schools. Staff members are kept up to date with teaching methods which will aid the progress of all pupils including those with SEN.

In-class provision and support are deployed effectively to ensure the curriculum is differentiated where necessary. We make sure that individual or group tuition is available where it is felt pupils would benefit from this provision.

We set appropriate individual targets that motivate pupils to do their best, and celebrate achievements at all levels.

Inclusion of pupils with SEN

The SENCO and Headteacher oversee the school's practice around inclusion.

The school curriculum is regularly reviewed to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom.

The school will seek advice from County Behaviour Support Service, the local MAT team, CAMHS, Educational Psychologist Service, Speech Therapy Service, Occupational Therapy Service, Physical Impairment Team, Hearing Impaired Service, Visual Impaired Service, Autism Outreach Team, School Health.

Evaluating the success of provision

In order to make consistent continuous progress in relation to SEN provision the school encourages feedback from staff, parents and pupils throughout the year. This is done in the form of an annual parent and pupil questionnaire, discussion and through progress meetings with parents.

Pupil progress will be monitored on a termly basis in line with the SEND Code of Practice.

Continued Professional Development (CPD)

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEN.

We recognise the need to train all our staff on SEN issues and we have funding available to support this professional development. The SENCO, with the Strategic Leadership Team, ensures that training opportunities are matched to school development priorities.

Complaints procedure

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made to speak to the SENCO and/or Headteacher who will be able to advise on formal procedures for complaint.