

Hutton All Saints' C. of E. Primary School



Commitment to Excellence within a Caring, Christian Environment.

Special Educational Needs and Disabilities

Member(s) of staff Responsible:	Mrs. C. Nott
Reviewed:	Autumn 2016
Review date:	Autumn 2017

Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (May 2015) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools (DfE June 2014)
- SEND Code of Practice 0-25 (May 2015)
- Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)
- The National Curriculum in England Key Stage 1 and 2 framework document (September 2013)
- Keeping Children Safe in Education (July 2015)
- Disability Equality Scheme and Access Action Plan
- Teachers' Standards (2012)

This policy was created by the school's SENCO with the SEND Governor, in liaison with the SLT.

Contact Details

The SENCO is Mrs Cheryl Nott, who is a member of the Senior Leadership Team and can be contacted via the school office (01277 213945).

Principles

Provision for pupils with disabilities and special educational needs is an integral part of teaching and learning and every teacher is a teacher of every child, including those with SEND. Hutton All Saints' C. of E. Primary School aims to fulfil all children's entitlement to learning support, enabling them to participate in the life and work of the school to the best of their abilities, whatever their needs. Children with special educational needs and disabilities (SEND) will gain access to a broad and balanced curriculum which includes the subjects of the National Curriculum (subject to modification) and religious education.

Whilst planning to meet the special needs of the individual it is also intended that the whole school community should be educated to understand that:

- ❖ Disability is a part of ordinary life and may affect any pupil at different times in different ways and degrees.
- ❖ Children have a moral entitlement to learn in the same settings.

Responsibility for the Co-ordination of Learning Support For Special Educational Needs and Disabilities (SEND)

Mrs Nott has the post of Special Educational Needs Co-ordinator (SENCO) and also teaches the Year 6 group. Another part-time teacher teaches Year 3 and 4 groups for children with special educational needs and those requiring extra support. It is the responsibility of all teachers to meet the needs of all learners, and it is the responsibility of the SENCO to encourage and support teachers and co-ordinate interventions.

In accordance with the Articles of Government, Mrs Yarwood is the school governor with special responsibility for SEND.

Aims

Hutton All Saints' aims to provide an attractive, safe and stimulating environment, where the highest standards are expected and where all pupils are given the values, knowledge, understanding and skills they need to continue learning throughout their lives. Within this framework, we aim to raise the aspirations of and expectations for all pupils with SEND, providing a focus on outcomes for children and not just provision/support.

Objectives

Working within the guidance provided in the SEND Code of Practice 0-25, which came into effect 1st September 2014, Hutton All Saints' will:

- ❖ identify pupil's needs,
- ❖ respond early to those needs,
- ❖ plan and implement appropriate learning programmes,
- ❖ record and monitor those programmes
- ❖ provide a SEN Co-ordinator who will provide support and advice for all staff working with children with SEND.

The school also aims to provide parents and children with prompt, co-ordinated and positive action, which will:

- ❖ address the needs of the child as a whole,
- ❖ ensure that the SEND Policy is reflected in each area of the curriculum and in the school's planning process.

Identifying Special Needs

It is essential to identify a child with special educational needs as early as possible, in order to decide what action the school needs to take in order to support them effectively. The Code of Practice identifies 4 broad categories of need:

- ❖ Communication and interaction
- ❖ Cognition and learning
- ❖ Social, emotional and mental health
- ❖ Sensory and/or physical needs

At Hutton All Saints' we identify the needs of pupils by considering the needs of the whole child, which will include not just their special educational needs. Although not SEN, there are other circumstances which may impact on a child's progress and attainment:

- ❖ Disability – the Code of Practice outlines the 'reasonable adjustment' duty for schools which is provided under current Disability Equality legislation
- ❖ Attendance and punctuality
- ❖ Health and welfare
- ❖ English as an additional language
- ❖ Being in receipt of the Pupil Premium Grant
- ❖ Being a Child who is Looked After
- ❖ Being a child of a Serviceman/woman.

Upon entry to the Reception Class such a child may be identified through parental concern, information from play-school leaders, The Foundation Stage Profile, the health service, observation by the class teacher on pre-school home visits, or by the school's entry profile – "Base Line Assessment." Ongoing observation and assessment of children's needs continue throughout the Foundation year.

As the pupils progress throughout the school, formative and summative assessment processes (including the Phonic Screening Check and Standard Assessment Tests), reports from other professionals and staff/parental observation are used to identify those who may need provision different from or additional to that made for all pupils. Some children may transfer to the school from other areas and the records from the previous schools should help to identify any special educational needs.

Procedures

Teachers are responsible and accountable for the progress and development of all pupils in their class, including where pupils access support from learning support assistants or are taught for some lessons by group teachers. High quality first teaching, differentiated for individuals, is the first step in responding to the needs of all pupils. The school regularly reviews the quality of teaching and monitors the progress of all pupils, including those at risk of underachievement.

The SEN Code of Practice 2014 offers a model for a graduated approach to supporting pupils with SEND, which is followed by Essex County Council, who has in turn given more detailed guidelines to the procedures. In this school the aims of the SEN assessment process are:

- a) To identify and respond at an early stage to a pupil's special educational needs. Special needs can be defined as a child requiring input that is additional to or different from their peers in order to achieve their full potential.
- b) To involve the child and his/her parents actively at all stages and to engage their support in planning a 'person-centred' programme for the child.
- c) To set out an approach which encourages communication and co-operation between those concerned i.e. pupils, parents, teachers, specialist support staff and other agencies.
- d) To provide a framework within which to plan an appropriate curriculum and effective methods and approaches for those pupils with marked difficulties.
- e) To arrange the setting up of One Plans, based initially on classroom assessment.
- f) To standardise arrangements for the systematic recording of the assessment, teaching and learning processes, which should facilitate further joint planning between the school staff and support agencies.
- g) To ensure a consistent framework across the County for the allocation of resources according to the severity of pupils' needs. The range of services available locally to children with SEN are set out in the Essex Local Offer.
- h) To provide a basis for monitoring and accountability.
- i) To form a consistent basis for the Local Education Authority's (LEA) consideration of an Education, Health and Care Plan.

Once a child's area of concern has been identified, the starting point for development must be based on what the child can already do. The child should then be encouraged to follow a programme of objectives that he/she should be capable of achieving. Records are kept of all programmes and achievements.

When a child has been given targeted short term provision within the class and yet they are still making insufficient progress, has had difficulties noticed through formal assessment (FSP, Phonics Screening, KS1 SATs) or the teacher has other general concerns about a child, they may inform the SENCO, who will make a note of the concern. The child will continue to be monitored by the class teacher, with consideration given to the child within the teacher's planning. The steps that children are required to make will not be too great at any stage, so that they are able to succeed, maintain dignity and enhance their self esteem.

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In the event of a child experiencing profound difficulties, which have not been remedied or improved on SEN Support, an application to the Local Education Authority (LEA) for an Education, Health and Care plan (EHC) may be made. The LEA considers all aspects of the child's development and progress to see whether an EHC plan is necessary. The LEA informs parents of all the assessment procedures and the relevant agencies are consulted. The whole process for a child's EHC plan must be completed within 20 weeks.

An EHC plan is only given after careful consideration of all the evidence. This must be reviewed every 12 months. Children's views must be taken into account at all stages and children may attend the review meeting when appropriate. It is important that the child's view of his/her progress is sought at each stage and that he/she feels ownership for the programme.

When children receive SEN support this is not necessarily for the whole of their school life. If children close the gap with their peers and their needs can be met through high quality first teaching then the child will be removed from SEN Support. This will be in response to the Review process of the Graduated Approach, where the progress of the child will be discussed between the class teacher, parent and SENCO. When all agree that the child no longer needs the extra assistance with their learning, SEN Support will cease.

Working with Families

Parents should expect a positive and supportive response from school, the LEA and other agencies when raising concerns regarding their child's education and development. The Essex Local Authority has produced a Local Offer <http://www.essexlocaloffer.org.uk/>. This is information that gives everything you need to know and services you might need to access that support children and young people with Special Educational Needs and Disabilities (SEND).

At Hutton All Saints' we have published a SEN Information Report to give further information about how we support children with SEND
<http://www.huttonallsaints.co.uk/SEND%20information%20Report%202014.pdf>.

There is a parent/teacher consultation evening each term to which parents are encouraged to attend. Children's books may be seen termly during 'Workshare'. Parents whose children are on SEN Support are invited to review their child's progress through the completion of a One Plan. In addition, the teachers will always approach parents with any worries about a child, and encourage them to seek help if they are concerned.

In support of this policy at Hutton All Saints' C. of E. School parents are expected:

- to encourage a positive attitude to learning support within the school,
- to support integration of children with special needs,
- to assist the school in implementing positive and effective learning support policies and to ensure that they are a high priority,
- to work as partners with the school and other appropriate agencies in support of their own child's education,
- to form judgements regarding the quality and effectiveness of their child's education and provision for their child's needs,
- to help operate the SEN Code of Practice 2014 by attending meetings, returning paperwork and fulfilling their side of agreed actions.

Admissions

Providing there is room in the school, new pupils are offered places according to the admission criteria explained in the Governors' policy document. These criteria are applied equally to all children and in no way penalise a child with SEN.

We will place a child with a disability, with the necessary support (as defined by the Disability Discrimination Act 1995), in our school in accordance with the wishes of the parents but subject to the following criteria being in place prior to admittance:

- ❖ the particular placement must be appropriate to the child's needs,
- ❖ that it does not conflict with the interests of other children,
- ❖ that there are sufficient resources made available by the Local Education Authority in accordance with the level of disability of the child and
- ❖ that it is an efficient use of the school's and Local Education Authority's resources.

However, in a case of a child with physical disabilities, consideration will need to be given to the plan of the school as it is on three different levels. In addition to this, the needs of the individual should not seriously endanger his/her safety or that of others within the school.

Normally, if the school is without the type of provision considered necessary to meet a child's particular needs, every effort will be made to consult with parents, the LEA and other agencies to make this support available.

Transfer to Secondary School

Before the transfer of Year 6 to secondary schools, the class teacher and the SENCO will liaise thoroughly with the appropriate secondary school staff and will ensure that detailed records are transferred.

Medical Conditions

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. The school has a Medical Needs in School policy which deals with this in more detail.

If a child has a particular medical need then a Care Plan will be put in place which is agreed between the parents/carers and staff. Some children may have a statement or Education, Health and Care (EHC) plan which brings together their health and social care needs, as well as the special educational provision which would be followed in line with the SEND Code of Practice (2015).

Facilities and Equipment

The school is wheelchair accessible from the main entrance, and a ramp leading to the library and hall has resulted in one level for much of the school. There is a disabled toilet and shower room, which is wheelchair accessible, in the corridor leading to the car park.

The Foundation class and Year 2 are still accessed by steps leading down from the hall.

All new building plans take accessibility into consideration.

Resources

Stored in the "Oak Room," the school has a well-maintained variety of resources that are easily accessible to all staff and appropriate agencies. The need for special resources is considered when individual programmes are planned. Specialist resources are provided by outside agencies for individual children. School resources are replenished and added to annually and future priorities for resourcing are planned according to the School Improvement Plan.

The school ensures that all funding for children with EHC plans or those on SEN Support, is used directly for the benefit of these individuals.

Administration

The school keeps a Special Needs Register and accompanying files. All incoming information is added to these. The records are accessible to all teachers and learning support assistants who are made aware of the confidentiality of the information and the school's Confidentiality policy.

Arrangements for Support

A child may be supported within the class situation or withdrawn individually or as part of a group. Decisions as to where support should be given will depend upon the child's individual needs and will be dealt with sensitively. This extra help may be given by a school based special needs teacher or a learning support assistant. Support may also come from a specialist teacher from Essex County Council Special Educational Needs and Children with Additional Needs team (SENCAN).

Evaluating the Success of the SEND Policy

Class teachers regularly monitor the progress of children with SEND through their formative assessment during lessons, class assessments, observations, children's work/comments and outcomes of interventions through discussion with the relevant staff involved. It is a continual process, where provision is modified where and when necessary. Children's progress for reading, writing and maths is tracked by the class teacher and the SLT regularly and actions for progress are reviewed. Interventions are monitored and their outcomes are recorded and this is evaluated by the SENCO. The progress of pupils with SEN is recorded in their individual Learning Journeys, which are monitored regularly by the Senior Management Team.

The views of parents/carers and children are actively sought and are central to the planning of provision. As the child becomes more independent and assumes more responsibility for the programme of work, so too, is self-assessment encouraged. Hence, a system of continuous assessment operates. Alongside regular formal and informal discussions with the class teacher, parents may view books termly during 'Workshare'. Parents may contact school at any time if they are concerned about their child's progress. This on-going evaluation means that the success of the policy is monitored continually.

Training and Resources

In order to maintain and develop the quality of all teaching and provision and to respond to the strengths and needs of all pupils, staff undertake SEND training and development either together or individually, as appropriate. All staff are kept up to date with new Government initiatives by the SENCO. In staff meetings training may focus on specific areas of SEND. Some staff have had specific training for supporting children with specific needs, for example autism.

Training for staff may be identified within a teacher's performance management meeting, by the SENCO or requested by an individual staff member. Teachers and support staff taking up a new post will meet with the SENCO to discuss the needs of individual pupils and explain any systems, and structures in place around the school.

The SENCO regularly attends the SENCO cluster meetings held by the Local Authority in order to be advised of local and national updates for SEND. The SENCO is currently studying for the National Award for Special Educational Needs Coordination and will also attend any other relevant training that will benefit the pupils or staff of the school.

The role of the Governor for SEND

The governor for SEND is responsible for:

- Helping to raise awareness of SEND issues at governing body meetings
- Ensuring that the school's notional SEN budget is appropriately allocated to support pupils with SEN
- Giving up-to-date information to the governing body on the quality and effectiveness of SEN and disability provision within the school
- Helping to review the school's policy on provision for pupils with SEND

- Assuring the governing body that the school website publishes the school's SEND offer in accordance with the new Code of Practice
- Meeting with the school's SENCO to learn about the school's SEN provision and monitor the implementation of the SEN policy

The Role of the Special Educational Needs Co-ordinator (SENCO)

The SENCO is responsible for:

- the day-to-day operation of the school's SEN policy,
- liaising with fellow teachers and learning support assistants and advising them on curriculum design and modification action,
- co-ordinating the provision for children with special educational needs,
- monitoring the delivery of learning support consistent with the Code of Practice,
- maintaining the school's SEN register and overseeing the records on all pupils with special needs,
- attending relevant training courses,
- contributing to the in-service training of staff,
- working closely and collaboratively with the parents of children with SEN.
- liaising with external agencies including the educational psychology service and other support agencies, medical and social services and voluntary bodies maintaining a list of contact names and telephone numbers,
- bidding for the special needs annual budget, ordering and maintaining resources, recording them on a special needs inventory.

Complaints

Should a parent or carer have a concern about special provision made for their child, they should, in the first instance, discuss this with the class teacher and then the SENCO. If the concern continues this should be referred to the Headteacher, who will try to resolve the matter and can advise on formal procedures for complaint.

Copies of this "Hutton All Saints' C. of E. Primary School Special Educational Needs Policy" are available, on request as part of Freedom of Information Act 2000.