

BEAUMONT COMMUNITY PRIMARY SCHOOL Special Educational Needs and Disability Policy



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Signed **Name** **Date**

Special Educational Needs and Disability Policy

Person/persons responsible for managing the provision we make for children and young people with SEN within our school:

Miss Honor Grainger, SENCO

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Mrs C Viccars, Governor with responsibility for SEND

The SENCO works alongside the Headteacher and members of the Senior Leadership team in school. If you have SEND concerns either contact the SENCO by email or speak to the Headteacher.

Our school has children with a wide range of interests, abilities and aptitudes. All of our pupils are entitled to have their needs met within the nurturing and caring environment of our school.

It is the duty of all staff to support and teach every child or young person, including those with Special Educational Needs and disabilities (SEND) Within our school every teacher is a teacher of every child or young person including those with SEN and it is the duty of all staff to support the pupils in our care.

Some of our pupils may need support that is additional to or different from what we provide for the majority of our pupils. They may require additional and targeted intervention to support and enable them to meet their full potential and access the curriculum that we offer to our pupils. This policy will outline how we provide that support.

Definition of Special Educational Needs

This definition is taken from the SEN Code of Practice (2014).

A child of compulsory school age or a young person has a learning difficulty or learning 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.

Disability

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.

Aims

The following principles are incorporated into our school policy.

To provide every opportunity for all of the pupils with Special Educational Needs within our school to achieve their potential and within our school.

To raise the aspirations and expectations for all pupils with Special Educational Needs within the school.

To take a personalised approach to learning, recognising that every individual has different needs and needs differing support to reach their potential.

To ensure that all pupils with SEN are fully integrated in to the life of the school and take a full part in all activities and have an equal opportunity to represent the school in positions of responsibility within school and the wider community.

We believe education is a partnership between the child, parents and teacher so the views, thoughts and wishes of children and families will be actively sought and the planning and implementation of their support plan will be achieved collaboratively.

Our provision will be underpinned by quality first teaching, planned and delivered by the class teacher, supported by a teaching assistant in class and targeted intervention support when required.

Objectives

To identify and provide for pupils who have special educational needs and additional needs.

To work within the guidance provide 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. This means all staff are responsible for engaging and developing the physical, emotional, mental and spiritual aspects of every child.

The SENCo will provide support and advice for all staff working with special educational needs pupils and seek specialist advice and support when appropriate, liaising with appropriate outside agencies.

To structure the learning opportunities for children with SEN, using personalised learning targets and through quality first teaching matching our teaching styles to the individual learning styles of the children.

To develop the use of different resources, specialist programmes and techniques as teaching tools to support children in achieving their goals.

To support parents and carers to play an active part in supporting the needs of their child.

To set stretching targets for pupils with SEN, tracking their progress towards meeting these targets at termly pupil progress meetings and keeping under review the different provision that we make for them.

To ensure that the interventions we use are matched to the needs of the pupil, are evidence based and achieve the required impact on their progress.

To increase liaison with other agencies, including feeder pre-schools and also high schools, to ensure the child and staff are well prepared and transition is effective.

To make accessible and available all of this information through the publication of our Local Offer; this can be viewed on our school website.

Identifying Special Education Needs

There are 4 broad areas defined in the Code of Practice that give an overview of the additional needs that we must plan for in school. Early intervention and planning is crucial to support pupils and we must always remember that every child is an individual, entitled to personalised support.

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 needs of these children may change over time.

Cognition and learning

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). Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

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 behaviour. These behaviours may reflect underlying mental health difficulties.

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.

Other factors may impact upon progress and attainment in school but are not in themselves a special education need. However, pupils who fall into these categories will receive the same support and entitlement:

Disability – under current Disability Equality legislation we have a legal duty to make 'reasonable adjustments' for pupil with a disability but this alone does not constitute SEN.

Attendance and Punctuality

EAL

Being in receipt of Pupil Premium Grant

Being a Looked After Child

Being a child of Serviceman/woman

A Graduated Approach to SEN Support

We know when pupils need help if concerns are raised by the pupil themselves, parents or carers, external agencies, teachers or the pupil's previous school regarding a child's level of progress or inclusion.

The general progress of all pupils in our school is carefully monitored by class teachers and any concerns are communicated to parents and acted upon promptly. Attainment is rigorously tracked by the class teacher and monitored alongside the Senior Leadership Team at half termly pupil progress meetings. Challenging targets are set and pupils identified if they need to be monitored or are at risk of under-achievement.

Class teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. High quality teaching, adapted for individuals, is the first step in supporting pupils with Special Educational Needs.

Class teachers apply the **ASSESS-PLAN-DO-REVIEW** cycle when considering the strategies and approaches to use in their classrooms:

1. **Assess:** Data on the pupil held by the school will be collated by the class teacher in order to make an accurate assessment of the pupil's needs. Parents will be consulted in this early discussion to support the identification of action to improve outcomes.
2. **Plan:** The class teacher will plan the curriculum and may ask the SENCo for support and specialist advice in supporting pupils with SEN. Additional training for the teacher or the purchase of classroom resources may be considered necessary to support the pupil within the classroom setting.
3. **Do:** SEN support will be recorded on a provision map, referred to as a learning plan, and implemented regularly. Expected outcomes will include stretching and relevant academic and developmental targets (this may include targets around preparing for transition) and will take into account parents' aspirations for their child. Parents and the pupil will also be consulted on the action they can take to support attainment of the desired outcomes. A date is set for reviewing attainment.
4. **Review:** Progress towards the outcomes will be tracked and reviewed termly at pupil progress meetings and/or meetings with the parents and the pupil. If review of the action taken indicates that "additional to and different from" support will be required, then the views of all involved including the parents and the pupil will be obtained and further appropriate evidence-based interventions identified, recorded and implemented by the class teacher with advice from the SENCo.

The cycle runs for as short or long a time as need remains.

Assessments

The class teacher, SENCo and Senior Leadership Team will look at all the data available, including national assessments. In deciding whether to make special educational provision and plan additional interventions, the SENCo and class teacher will look closely at the formative assessment evidence gathered in the classroom. The SENCo may use different standardized assessment tools and further observations at this point to gain a clear picture of need.

At this point the SENCo may wish to draw on more specialised assessments from external agencies and professionals. We may request a consultation with an Advisory Teacher from the Learning Support Service or request an assessment from an Educational Psychologist.

Parents, families and young people are fully involved in this process from the earliest opportunity and parental concerns about progress and attainment are always communicated to the Senior Leadership Team. Parental consent must be sought prior to referral to an outside agency.

Managing Pupils on the SEND Register

All pupils with additional needs are recorded on the same register. Children with SEN needs will be recorded as SEN Support, with a primary area of need identified. Those children with an Education Health Care Plan are identified. In addition, all of this information can be accessed through Arbor (our MIS). This is a live document and is updated when necessary.

Learning Plans

The children on the SEND register will have their own Learning Plans which will replace Pupil Passports. This is to reflect the importance that we place on person centred approaches. These will reflect the aspirations, likes and difficulties of the children in our care and will highlight learning strategies identified to support them. The profiles are 'co-produced' with families and the child and may reflect the input of everyone involved in the care of the child.

These will be live documents that are stored on INSIGHT. Targets will be reviewed termly and any necessary amendments made in collaboration with the child. Individual literacy and numeracy targets will not necessarily be included in the profile as the children all have their own targets alongside their peers in the classroom. Targets will incorporate the 7Cs as set out in SEND Assessment by Judith Carter which 'promotes a 'shared' language of assessment... that capture the strengths and interests of the child'.

The class teacher holds the responsibility for implementing support and evidencing progress according to the outcomes described in the plan and reporting on this progress to parents each term during a consultation and to the Senior Leadership Team in the pupil progress meeting.

The Use of Effective Interventions

The SENCo works alongside the Headteacher to map additional provision across the school and deploy additional staff to deliver small group and specialist 1:1 intervention which are time-monitored and have explicit targets. These are recorded on the school Provision map which is a live document.

As part of the 'Graduated Approach', it may become evident that pupils require additional specialist support programmes in addition to quality first teaching in the classroom. Dyslexic pupils, for example require a multisensory, cumulative teaching programme with opportunities for overlearning. In school, individual interventions will be implemented with the expectation that children make accelerated progress as a result of the additional support. On entry, assessment will take place and clear exit criteria will be drawn up to measure the success of the intervention.

Additional support programmes include:

Time To Talk

Lego Therapy

Socially Speaking

Gruffalo Den

Social Story time

ELSA

Language Link

Hamish and Milo

In addition to these published programmes, specialist approaches and individual support may be drawn up by the SENCo in consultation with the class teacher, for example 'Precision Teaching' of specific skills.

Additional funding may be requested to support pupils with SEN. Strict criteria are set out by the Local Authority and a system of high tariff need funding can be applied for each term. This is allocated on an audit basis when the needs of the pupils are considered by a panel based on the evidence submitted on behalf of the school by the SENCo.

At this point, the SENCo may take advice from external specialists and a referral may be appropriate to a specialist county-based outreach or in reach provision to support pupils with SEN. We draw upon the specialist knowledge of external agencies when planning our provision.

Criteria for Exiting the SEN Register

When children have completed an intervention, exit assessment will take place and the effectiveness of the intervention considered. At this point, if the pupil has made accelerated progress and they are considered 'on track' against end of year expectations they may exit the SEN register and be monitored through pupil progress meetings. Parents will be consulted through an exit discussion.

Supporting Pupils and Families

This policy is published on our school website as part of our local offer to young people, parents, carers and the wider community. This provides a direct link to the local offer provided by the Local Authority through the Access Unlimited web site.

The SEND Information, also published on the school website, is a resource for parents, setting out our arrangements for access to services and arrangements at Beaumont Community Primary School in a user-friendly way.

The families of young people with SEN may also be supported through the Early Help route in school if it is considered that this will deliver positive outcomes for the pupil and their families. It may also be appropriate to request support from the school nurse, mental health network or other medical professionals.

Admission Arrangements

It is the aim of our school to be fully inclusive and no child will be refused admission to the school solely on the grounds of having Special Educational Needs. We also recognise that a request may be received from the Local Authority to support a child with Special Educational Needs through admission to our school.

Transition

Additional transition support may be required to support our pupils with SEN. Some children may require support to move between lessons during the day and prepare for changes to their daily routine. Additional planning and transition work may be necessary at the end of the school year as a child moves between classes and works with different adults in school.

Links with secondary schools are clearly established and the SENCo discusses transfer of pupils with SEN with receiving school staff.

Pupils with an Education, Health and Care Plan (statements are being changed into EHC plans by the LA) will have transition support at the earliest opportunity.

Supporting Pupils at School with Medical Conditions

We recognise that pupils at school with medical conditions should be properly supported so that they have full access to education, including school 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.

Some may also have special educational needs (SEN) and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

Accessibility

Our Accessibility Plan describes the actions the school has taken to increase access to the environment, the curriculum and to printed information. It is available via the school website.

Monitoring and Evaluation of SEND

Scrutiny of our SEND policy and practice is monitored as part of our ongoing school improvement cycle and the policy is reviewed annually. The views of all stakeholders, parents, young people and staff will be included. Drop in clinics are available for parents to allow added review time as well as parents evenings.

Training and Resources

The governing body will oversee the effective use of financial resources available. The schools budget is made up of a basic allocation and high tariff need funding.

SEN has an annual allocated budget to spend on resources and these are kept centrally and can be accessed by all teaching and support staff.

It is the role of the SENCo to attend courses for school improvement and report back to staff during staff meetings.

Individual staff development needs can be addressed informally or through performance management targets and the SENCo can provide support or suggest courses to attend.

Newly qualified teachers and trainees are made aware of school policy and have time with the SENCo to discuss school procedures and their training needs.

Teaching and Learning Support Assistants are entitled to staff development and can attend specific training programmes.

Roles and Responsibilities

The key responsibilities of the SENCO include:

- Overseeing the day-to-day operation of the school's SEN policy and co-ordinating provision for children with SEN.
- Liaising with the relevant Designated Teacher where a looked after pupil has SEN
- Advising teaching and non-teaching staff working day to day with pupils on the graduated approach to providing SEN support.
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Liaising with parents of pupils with SEN.
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies.

The SENCo is a key point of contact with colleagues within the local authority and its support services.

Liaising with next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned.

Line manager for all learning support assistants who work with pupils who have additional needs. The SENCo will undertake their annual performance management.

Ensuring evidence based interventions are used to support pupils with SEN and that these are carefully planned and their impact monitored.

Oversee the records on all pupils with Special Educational Needs. Individual files are kept in the SEND drive on the cloud and paper copies of correspondence or assessment are stored in individual pupil files. Additional, incident reports will be stored on Arbor.

Maintain an up-to-date SEN register.

Ensure that the Local Offer published on our school web site remains current.

Complete the high tariff need funding each term and co-ordinate the gathering of evidence across the school.

Make school referrals for Education, Health Care plans when appropriate.

Mrs C Viccars is the governor with responsibility for SEN. She reports each term to governors about all issues relating to SEN and their responsibilities.

The school has a statutory responsibility to provide a SEN information report each year and this is published on our school website.

Storing and Managing Information

All files relating to the Special Educational Needs of individuals are kept in a secure cupboard in the main office. Day to day summative assessment information is kept by the class teacher. All information is passed onto next providers when children move provision.

Complaints Procedure

Day to day concerns are addressed to the class teacher, the SENCo or the Headteacher. Please refer to the Governing body complaints procedure if you consider the matter to require further investigation.

Bullying

At all times our aim is to safeguard the needs of pupils with SEN, promote their independence and build resilience in their learning. Day to day concerns should be addressed to the class teacher, the SENCo or the Headteacher. Please refer to our bullying policy for further information.