

Belgrave Primary School

Special Educational Needs Policy

Date: January 2016

Date to be reviewed: January 2017

This policy is a statement of the aims and strategies for making provision for pupils based on the SEND Code of Practice 0-25 years September 2014. This provision includes the identification of pupils with special educational needs. We recognise that a minority of children will have SEND and will need particular learning assessments and provision. Please refer to Associated Regulations.

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 September 2014 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (September 2014)
- Schools SEND Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

This policy was created by the school's SENCO with the SEND Governor in liaison with the SLT, all staff and parents of pupils with SEND.

Aims

- To create an environment to meet the needs of all children;
- To develop inclusive practice;
- To identify the roles and responsibilities of all staff (make clear in Individual Plan);
- To employ a range of learning styles to meet the diverse needs of children.

Funding

- Schools have a notional SEND budget. This is not a ring-fenced amount, and it is for the school to provide, high quality appropriate support from the whole of its budget.

- Schools pay the first six thousand pounds for any child with specific additional needs that cannot be met from the notional SEND budget. School are not expected to meet the further costs of the more expensive support from their core funding and individual 'top up' funding or a Statement may be allocated by the LA.

Strategies for the Teaching of SEN to Fulfil Aims

- To create an inclusive learning environment which is sensitive to the needs of all pupils;
- To ensure that the special educational needs of children are identified, assessed, provided for, maintained and reviewed regularly.
- To adapt the curriculum to meet the needs, under which children have access to a broad and balanced education;
- To seek the views of the child, parent and carer in the provision. When a concern has been identified by either party, a consultation should be held and concerns shared. Action or next steps will then be planned and advice from multi-agencies from an outside agency if necessary.
- The LA's graduated response to Code of Practice should be followed. If an Individual Education Plan is needed, this should be signed by the parent. IEP's are reviewed at least termly, usually in October, March and July.
- Each child with identified Special Educational Needs will have an individual folder with clear categories for the information.
- Teachers will provide guidance for parents with tasks given for the holidays and resources used to support learning.
- Class teachers will have a copy of the Individual Education Plan.
- The Individual Education Plan should make clear what the responsibilities are for members of staff.

Role of School Governor for Special Education Needs

Named Governors: Ruth Spencer and Pritpal Singh

These governors will take a particular interest in the school's Special Educational Needs Policy and provision. The Governing Body will, on an annual basis, consider and report on the school's effectiveness on behalf of children with SEND.

Role of the Special Educational Needs Co-Ordinator

- To ensure that the policy is implemented and will communicate with pupils, staff, parents and outside agencies;
- To inform the Governing Body of how training to support SEND is allocated;
- To oversee provision by working with the class teacher, identifying needs, monitoring progress, providing guidance and advice to support the pupil;

- To keep copies of all documentation, a register of children with identified SEND needs under the following broad areas;
 - Communication and interaction
 - Cognition and learning
 - Social, mental and emotional health
 - Sensory and/or physical
- To liaise with agencies;
- To ensure colleagues are informed about initiatives and share training opportunities.
- The Deputy Headteacher (Lynne Taylor) is the SENCO closely supported by Deanne Garratt (Headteacher) .
(Available on school telephone number: 01244 981151)

Role of the Class Teacher

The class teacher is in a key position to observe, identify and recognise if a child is experiencing difficulties. All teachers are teachers of children with SEND and are responsible for differentiating the curriculum, adapting approaches and learning styles, and providing “quality first” teaching.

The class teacher will need to:

- Have clear objectives;
- Work closely with SENCO;
- Differentiate appropriately;
- Use assessment to inform the next stage of learning.

Role of SEN Teaching Assistants

The teaching assistant will liaise with the class teacher and support learning linked to Individual Plans, EHC plans and differentiated objectives. Support may be based in class, 1:1, group or in a small room away from the whole class. The class teacher indicates specific activities and tasks on planning. Teaching Assistants keep detailed records of progress made by individuals and complete a termly intervention tracker for each pupil. The information is then analysed each term by the SENCO’s to ensure the needs of the children are being met and that support is having impact. Interventions will be changed or adapted if they are not supporting progress.

Special Educational Provision is that which is additional to or different from what is provided to all.

The **identification of a need** will require teachers to collect information to give an overall picture of a child’s strengths and weaknesses. When a child has received appropriate experiences and there continue to be concerns by parents or teachers which may relate to:

- Progress – making inadequate progress despite high quality teaching targeted at their area of weakness. A child may receive targeted support as an intervention and not be considered to have a special need;
- Communication or interaction;
- Cognition and Learning
- Social, mental and emotional health;
- Sensory and/or physical

Children may have needs that cut across all these areas and their needs may change over time. At Belgrave we identify the needs of pupils by considering the needs of the whole child which will include not just the special educational needs of the child or young person.

We also consider what is **NOT SEND** but may impact on progress and attainment;

- Disability (the Code of Practice outlines the “reasonable adjustment” duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEND)
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

Definition of Adequate Progress

This definition is useful when reviewing an Individual Plan (IP)

- The attainment gap between child and peers is significantly less
- The IP has been effective in preventing gap widening
- The child is similar to some peers but less than majority
- Progress has improved
- Child has full access to curriculum
- Child has demonstrated an improvement in self-help, social or personal skills.

The majority of children with SEND will have their needs met within mainstream schools.

SEND support

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, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND.

Additional intervention and support cannot compensate for a lack of good quality teaching.

At Belgrave we regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. Termly assessments, Progress and Review meetings, lesson observations and 'drop-ins' support our self-evaluation and monitoring of teaching and learning. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEND most frequently encountered.

If there are concerns, the teacher and SENCO consider all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. This should include high quality and accurate formative assessment, using effective tools and early assessment materials.

For higher levels of need, we draw on more specialised assessments from external agencies and professionals, this may include Speech and Language, The Autism team, School health, Occupational health, Paediatrician and other agencies. Parents and Carers are always consulted and permission is sought prior to the involvement of outside agencies.

Parents and Carers are always invited to an initial meeting to discuss progress and a decision is made to place pupils on the register. An Individual plan will be written and agreed with parents. This uses the **ASSESS – PLAN – DO – REVIEW cycle**. Parents and Carers are invited to additional meetings to review progress, this is termly. Children can be taken off the register if children have made adequate progress.

The graduated Response must be followed in order to have evidence for individual top up funding or statutory assessment which may result in a Statement of Educational Needs Educational Health Care (EHC) Plan. If a child receives a Statement their needs must be reviewed annually. This is called an Annual Review and there are LA formats to follow. Agencies involved with the pupil will be invited to the Annual Review and views will be sought. The school will also monitor progress according to the school's Special Needs Policy and the Assessment Policy.

Managing Pupils on the SEND register

The Classteacher has responsibility for assessing, planning, delivering, reviewing and recording the provision for children on the SEND register in their class. The class teacher is supported by the SENCO.

Targets are measurable and referred to as 'Learning Goals'. An outline of the Intervention/Activity and support is included on the Individual Plan.

The individual plan is reviewed and evaluated each term. Parents and Carers are invited to a meeting to review progress.

Children with top up funding or an EHCP/Statement have additional information which includes; a Child Profile, Provision map, Outside Agency involvement and Pupil Progress Information. Pre and Post Review information will also be completed annually. This is completed by the SENCO with reference to outside agency advice. Parents and Carers have a section 'Our Story' to complete. The opinions of the child are always included and recorded within the review.

If Belgrave is unable to meet the needs of a pupil we would seek support and guidance from outside agencies including Cheshire West and Chester Assessment and Monitoring Team.

Supporting Pupils and Families

Our school website has a link to the LA local offer which is guidance and support for Parents and Carers. This contains links with other agencies to support the family and pupil.

Our school has an SEND Information report which outlines our school approach to supporting children and families with SEND. This is on the school website or available via the school office.

Belgrave's Accessibility Plan is also available on the school website.

If children require additional time or support to complete assessments at the end of key stages the SENCO would complete the necessary assessments and application process.

Transition between classes, across key stages and to another school are planned for to meet the needs of the individual. This may include additional visits, TA support and preparation time, photographs, and follow up support.

Belgrave School follows Cheshire West and Cheshire's policy on managing the medical conditions of pupils, this is available on the school website or via the school office.

Supporting Pupils at school with 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 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.

The SENCO's will liaise with the Education Access Team (Cheshire West and Chester) for children with medical needs.

Resources and Training

The SEND paperwork is saved on 'M' under School Documents. There is a folder for Early Years Action and a separate folder for Primary. The documentation for Annual Reviews is also saved. All documentation from the LA can be accessed on the Cheshire West and Chester website.

Resources are kept in designated areas around school e.g. Blue Room, PPA Room.

Belgrave School are members of NASEN.

The school's SENCO regularly attends Cheshire West and Cheshire's network meetings and training. Lynne Taylor leads local cluster meetings for SENCO's. We also ensure that teachers and teaching assistants attend additional training run by outside agencies, such as The Autism team or Health Services (e.g. ADHD).

Storing and Managing Information

Electronic versions of children's Individual Plans or EHC are kept securely on the school system.

A paper file for each child is kept in the SEND cupboard in the PPA room in a locked cupboard.

All paperwork is kept in line with the school's confidentiality policy. Documents are passed onto the next school following liaison with the SENCO for the feeder school.

Assessment, Record Keeping and Reporting

(Please refer to School's Policy on Assessment, Record Keeping and Reporting)

Termly assessment and record keeping support the learning process and enable us to monitor progress.

Accessibility

Statutory Responsibilities

The DDA, as amended by the SEN and Disability Act 2001, placed a duty on all schools and LAs to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans.

Schools are required to produce accessibility plans for their individual school and LAs are under a duty to prepare accessibility strategies covering the maintained schools in their area. Belgrave's Accessibility plan is available on the school's website or via the school office.

Consultation

The school recognises that an effective partnership with parents is essential in all aspects of school life. For parents with children with special educational needs this is especially important and good communication is prioritised. Parents will receive a copy of all plans and the meetings are an opportunity to review the child's progress and provision and to share information.

Parents and Carers consultation is integral to the school's self-evaluation and changes to policies are published in newsletters. Parents and Carers were consulted about changes to SEND within school, this was led by Deanne Garratt (head teacher) and Dr Pritpal Singh (Governor). The parental input feedback and has been implemented into our practice.

Bullying

We are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. We are a *TELLING* school. This means that *anyone* who knows that bullying is happening is expected to tell the staff.

We recognise that some vulnerable learners may be at risk of bullying. We ensure a thorough PSHE curriculum is taught to all pupils which is based on the SEAL scheme. Additional PSHE groups are run by Teaching Assistants which explore themes such friendship, confidence, self-esteem, getting on and falling out.

We recognise that some pupils may need specific approaches e.g. pupils with ASC, social communication difficulties. We would ensure group or 1:1 support if given to the child and shared with Parents and Carers. We take the safeguarding of all our pupils very seriously. The schools designated Leads for safeguarding are D Garratt and L Taylor.

Please refer to the schools Anti-bullying policy.

The school's website has a link to the government's most recent SEND information guide for parents.

This policy will be reviewed annually.