



SPECIAL EDUCATIONAL NEEDS AND DISABILITIES POLICY

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GUIDING PRINCIPLES AND OBJECTIVES

This policy has been drawn up in consultation with the whole staff to develop a procedure for identification and provision for children with special educational needs and/or disabilities in line with the SEN Code of Practice 0-25 guidance (2014). We feel that a clear procedure to identify and assist children with special educational needs and/or disabilities and a clear vision of what we hope to achieve will help us to fulfil our aims.

In this school, every teacher is a teacher of every child, including those with special educational needs and/or disabilities and we aim to:

- raise the aspirations of and expectations for all pupils with special educational needs and/or disabilities,
- fulfil all children's entitlement to an education
- enable all children to participate in the life and work of the school, to the best of their abilities, whatever their needs.
- Ensure that all children with special educational needs and/or disabilities will be included within all classroom and out of school activities.

Our objectives are:

- 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 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 pupils with special educational needs and disabilities
- to develop and maintain partnership and high levels of engagement with parents
- to ensure access to the curriculum for all pupils

DEFINITION OF SPECIAL EDUCATIONAL NEEDS (SEN)

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.

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

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.

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).

AREAS OF NEED

Below are the four broad areas of need as defined in the SEN Code of Practice 2014. While these categories of need broadly identify aspects of primary areas of need for children, at Kirkby on Bain CE Primary School, 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.

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 Autistic Spectrum Disorder (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.

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.

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.

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.

DISABLED PUPILS

Many children 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.

OTHER BARRIERS TO LEARNING

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

- Attendance and punctuality
- Health and welfare
- English as an additional language (EAL)
- Being in receipt of pupil premium
- Being a looked-after child (LAC) or adopted child
- Being a child of service personnel
- Behaviour – if a child’s behaviour is causing concern the school will identify the underlying need which the behaviour is a response to

A GRADUATED APPROACH TO SEN SUPPORT

It is the class teacher’s responsibility to provide quality-first teaching for all pupils. Pupils who are making less than expected progress will be provided with appropriate intervention and/or relevant adjustments. Pupils are only identified as having SEN if they do not make adequate progress once they have had all the intervention/adjustments and good quality personalised teaching.

Class teachers make regular assessments of progress for all pupils. In doing so, they 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 less than expected progress is high quality teaching targeted at their areas of weakness. Where progress continues to be less than expected the class teacher, working with the SENCO, should assess whether the child has SEN.

The school adopts an Assess – Plan – Do – Review cycle:

Assess

Individual assessments are made to determine a pupil's specific needs

Plan

A plan is formulated to include: inclusive quality first teaching; targeted interventions; clear targets and a date for review.

Do

Teachers work closely with teaching assistants to ensure the above plan is implemented,

Review

Outcomes are tracked, views of teachers, support staff, pupils and parents are gathered and changes to the plan are considered.

The child and his/her parents are involved at every stage of this cycle.

A record of all children with SEN will be maintained on the school's SEN register.

SEN SUPPORT

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 will be involved in discussions on how their needs are to be met at a level appropriate to their age. An Individual Education Plan (IEP) will be written detailing a description of needs, the targets, strategies, provision and will 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.

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
- The Education Psychology Team
- Pathways
- Child and Adolescent Mental Health Services (CAMHS)
- Speech and Language Therapy (SALT)
- Social Communication Outreach, including autism
- Dyslexia Outreach
- Specialist teachers with responsibility for hearing and vision impairment
- Occupational therapists and physiotherapists

EDUCATION, HEALTH AND CARE (EHC) PLANS

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 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 (January 2015).

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 using the Assess-Plan-Do-Review cycle in will be carried out by school.

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 in maintained.

STORING AND MANAGING INFORMATION

All documentation will be stored in headteacher's office and will be supervised by the Headteacher/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.

SPECIAL EDUCATIONAL NEEDS PROVISION WITHIN THE SCHOOL

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 Individual Education Plan (IEP) and on the school's Provision Map
- To involve the pupil in the planning and review of his/her IEP
- To plan for the support of the teaching assistant (TA) with a specific child or group of children
- To liaise effectively with teaching assistant, SENCO and any outside agencies helping the child and the parent/carer
- To review the IEP at least twice per 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 IEP
- To assess and record the learning that has occurred

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

Role of the headteacher/SENCO

- To oversee the day to day running of the school's SEND policy
- To liaise with and advise teachers and teaching assistants on the development of intervention programmes and IEPs

- 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
- 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 IEP
- To contribute to the in-service training of staff and governors
- To liaise and work in partnership with external agencies
- 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

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 liaise with the headteacher/SENCO 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

Role of the governing body

- To admit a child to the school where the school is named in an education, health and care (EHC) plan
- To ensure that appropriate provision is being made for each child with SEND
- To monitor how the budget is used to support pupils with SEND
- To review the SEND policy on an annual basis

MONITORING THE POLICY

This policy will be monitored regularly by the teaching staff and the SENCO / headteacher by considering the following questions:

- Are the children with special educational needs and/or disabilities being identified successfully?
- Have the views of the child and his/her parents been meaningfully represented?
- Have sufficient funds been allocated to SEN in the school? How have these funds been used?
- Are the targets set for individual children being met?
- How have external agencies been utilised?
- Are children with special educational needs and/or disabilities making expected or better than expected progress?

COMPLAINTS PROCEDURE

In the first instance, complaints regarding a child's progress should be made to the child's class teacher. This in turn will be referred to the SENCO / headteacher who will endeavour to resolve the matter. However, if parents are well informed and involved from the early stages of identification of a special educational need, they will be better equipped to contribute as partners to the assessment of their child.

STAFFING POLICIES & PARTNERSHIP BEYOND THE SCHOOL

Inset

To further professional development, staff and governors will require in-service training to help them work effectively with children with SEN.

Relevant training will be identified by the SENCO / headteacher.

Support services

External support services offer specialist support and play an important part in helping the school to identify, assess and make provision for children with special educational needs and/or disabilities.

Specialist advice can assist the school in the early identification of SEND and effective provision may prevent the development of more significant needs.

Parental involvement

The school endeavours to maintain effective working relationships with parents and carers through regular correspondence and parent/teacher consultations. Parent helpers are encouraged throughout the school. Parents are seen as partners in the educational process, utilising their skills and knowledge to contribute to how best to help their child. The identification of SEN may be alarming to some parents but the most effective provision may be when parents are confident and open in their partnership with the school.

Some parents may have difficulty in understanding written information. Verbal information may be necessary in this instance, illustrating the targets identified and how they may provide support in the home.

This policy is accessible to all stakeholders. It is available to download from the school website at www.kobps.lincs.sch.uk/sen. The school's SEND Information Report, which provides detailed information about the school's SEND provision, can also be found on the school website.

This policy is subject to annual review and requires the approval of the Governing Body.

Signed _____ (Headteacher)

Signed _____ (Chair of Governors)

Date December 2016

Review Date December 2017