



SOUTHWICK C E PRIMARY SCHOOL
Special Educational Needs and Disabilities Policy

COVID-19 Due to the impact of Covid-19, it is important that staff comply with the guidelines listed in the school's risk assessment. These may also have an impact on some of the points below, e.g. needing to maintain a distance from children, etc.

At Southwick C E Primary School we are fully committed to providing a curriculum in which every child can participate and achieve their full potential.

Introduction

This policy should be read alongside government guidelines 'Keeping Children Safe in Education' (September 2020) The SEND Code of Practice 2014 and other school policies including:

- The School SEN Information report
- Equality and Diversity policy
- Subject policies
- Safeguarding and Child Protection policy

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SEN Governor is Helen Holland

Definition of Special Educational Needs (SEN)

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.

Aims

We are an inclusive mainstream school catering for pupils with a wide range of needs who are able to demonstrate capacity for accessing the mainstream curriculum with appropriate scaffolding and support. We believe in providing every possible opportunity to develop the full potential of all children. Our aim is that all children with special educational needs participate in activities compatible with the efficient education of other children and the efficient use of resources. All our children have access ~~the right~~ to a broad and balanced curriculum, including extra-curricular activities where appropriate, and full access to the National Curriculum. All children are valued and their self-esteem promoted in order to access the benefits of education regardless of their gender, culture, linguistic background, race, socio-economic background or disability. We believe that inclusion through equality of access is an essential requirement in education and that everyone in the school community has the responsibility for contributing to equality in education. We work in close partnership with parents/carers who play an active and valued role in their child's education.

Objectives

The objectives of this policy are:

- ✚ To identify and monitor children's individual needs from the earliest possible stage so that appropriate provision can be made and their attainment raised;
- ✚ To plan an effective curriculum to meet the needs of children with special educational needs and ensure that the targets set on Individual diary sheets or in "My Support Plans" are specific, measurable, achievable, realistic and time related;
- ✚ To involve children and parents in the identification and review of the targets identified;
- ✚ To work in close partnership with, and involve, parents/carers of children who have special educational needs;
- ✚ To ensure that all who are involved with children are aware of the procedures for identifying their needs, supporting and teaching them;
- ✚ To work in close partnership, where appropriate, with outside agencies to support the needs and provision for children who have special educational needs.

Roles and responsibilities

Governors' role

The governing body must:

- Do its best to ensure that the necessary provision is made for any child who has special educational needs;
- Ensure that where the 'responsible person' - the Headteacher or the appropriate governor - has been informed by the LEA that a child has special educational needs, those needs are made known to the SENCO and all who are likely to teach them;
- Ensure that teachers in the school are aware of the importance of identifying and providing for those children who have special educational needs;
- Consult the LA and the governing bodies of other schools when it seems to be necessary or desirable in the interests of co-ordinated special educational provision in the area as a whole;
- Ensure that a child with special educational needs joins in the activities of the school together with children who do not have special educational needs, so far as is reasonably practical and compatible;
- Ensure that the child with special educational needs is given efficient use of resources;
- Report to parents on the implementation of the school's policy for children with special educational needs.
- Have regard to the Special Educational Needs Code of Practice (2014) when carrying out its duties toward all children with special educational needs;
- Ensure that parents are notified of a decision by the school that SEN provision is being made for their child.

The governors play an important role in ensuring that:

- They are fully involved in developing and monitoring the school's SEN policy;
- They are up-to-date and knowledgeable about the school's SEN provision, including how funding, equipment, resources and personnel are deployed;
- SEN provision is an integral part of the School Improvement Plan;
- The quality of SEN provision is continually monitored.
- No discrimination is made against disabled children in their admission arrangements, in the education and associated services provided by the school for its pupils or in relation to exclusions from school.

The Special Educational Needs and Disability Regulations 2014 say that a responsible body for the school discriminates against a child if:

- there is a reason relating to the child's disability, which it treats differently to that of a child for whom the reason does not apply;
- it cannot show that the particular treatment is justified.

The governor with responsibility for SEND is Helen Holland

SENCO's role

Currently the SENCO, Vanessa Theophilus with support from the head teacher is responsible for co-ordinating the provision of special educational needs throughout the school. This involves:

- Day to day operation of the SEND policy;
- Providing advice to staff, supporting and liaising with them about the completion of individual One Page Profiles, Diary Sheets, My Support Plans and other appropriate documents where appropriate;
- Working alongside staff to assist them in identifying, assessing and planning for children's needs and ensuring that children make progress;
- Overseeing and maintaining specific resources for special educational needs;
- Liaising with outside agencies;
- Contributing to, or supporting the in-service training of staff;
- Monitoring, evaluating and reporting on the provision for and the progress of children with SEND to the head teacher and governing body in conjunction with the designated responsible person;
- Co-ordinating the range of support available to children with special educational needs;
- Liaising with parents of children with special educational needs in conjunction with the class teacher;
- Managing teaching assistants;
- Being the advocate for children with SEND.

Arrangements for co-ordinating provision for children with Special Educational Needs

The needs of the majority of children will be met in the classroom. Teachers are expected to make every effort to ensure that children with special educational needs are fully involved in the life of the class. For some children it will be necessary for them to spend some time engaged in small group work or being withdrawn from the classroom for specific, timed activities related to their identified needs. This will be timetabled to ensure the children have access to a broad and balanced curriculum. This may be delivered by the class teacher and the move on teacher, teaching assistant or SENCO and will complement classroom work so that the skills, knowledge and understanding will be transferred to the classroom. The provision and progress of groups of children with particular areas of need is in place and tracked termly and the needs of the children assessed. As a result, Interventions are implemented or amended if the child's need continues to be additional and different to that which is provided in the routines of the classroom or of the group. The class teacher, in conjunction with the SENCO, will oversee this provision to ensure it meets the objectives of this policy.

Admission arrangements

Normal admission arrangements apply. The admissions policy is based on the agreed Wiltshire policy. We strive to be a fully inclusive school. All children will be treated according to their needs in line with the school's policy for equality of opportunity. No child will be denied admission because of his or her creed, race, physical ability or academic attainment. Where a child has a particular need e.g. wheelchair access, the governors will make reasonable adjustments to ensure the child's needs are fully met. If a child is transferring into the school with an EHCP, or has been receiving extra support from LA centrally funded resources in their previous school, the continuation of this support will be negotiated with the appropriate member of the LA to ensure that their needs can be met.

Any variation to the above will need to be agreed by the full governing body.

Specialist facilities

There are no specialist facilities or special unit in the school. There are currently no teachers with specialist knowledge of special educational needs.

Resources

Most of the resources used by children having special educational needs are available within the classrooms but additional resources are kept within the school. Any particular requests for additional resources should be made to the SENCO. An amount from the total school budget will be allocated to special educational needs. Money to be spent on additional resources, staffing costs and time allocations will be managed by the SENCO, in consultation with the head teacher, to ensure the support for children with special educational needs and meet the objectives of this policy. Teaching Assistants may be targeted to work with identified children under the guidance of the teacher in consultation with the SENCO and the head teacher.

Identification and assessment arrangements and review procedures

The school follows the guidance contained in the Special Educational Needs Code of Practice (2014) The Code does not assume that there are hard and fast categories of special educational need, but recognises that children's needs and requirements may fall within or across four broad areas. These are: -

- Communication and Interaction (Including Autistic Spectrum Conditions);
- Cognition and Learning;
- Sensory and/or physical needs
- Social, Emotional and Mental Health Difficulties.

Southwick School has a graduated approach to special needs. The class teacher is responsible for working with and assessing the child on a day to day basis and will speak to the SENCO if further advice is needed. The teacher, the SENCO if necessary, and the parents will hold regular meetings to review the child's progress on their 'One Page Profiles' , diary target sheets, or 'My Support Plan' and record the targets/ next steps to be taken.

The SENCO may need to seek further professional advice and support, in assessment, from other professional bodies, subject to parental agreement.

For those children who have an EHCP, then parents/carers and outside agencies are involved in their annual review.

On entry into school, the school will assess the child's current level of attainment in order to ensure they build on the learning and experience already established in the child's previous school or pre-school years. If the child already has an identified special educational need or disability this information will be transferred between schools/settings in order to provide a starting point for appropriate learning.

Where possible we will try to meet every child's needs within the classroom through ensuring that our planning, teaching and approaches meet the needs of the majority of the children in our school. However, where through careful identification and assessment we and/or the parents/carers determine that a child is not making satisfactory progress, the class teacher will consult the SENCO. They, in conjunction with the child and parents/carers, will review the strategies and approaches that are currently being used and the way these might be developed. The review may lead to the conclusion that the child needs help over and above that which is normally available within the class or school if the child:

- Makes little or no progress even when teaching approaches are targeted to their particular needs;
- Shows signs of difficulty in developing skills in literacy or mathematics;
- Shows persistent signs of emotional or behavioural difficulties, which are not addressed through the behaviour and discipline approaches, used in school;
- Has physical or sensory problems and despite specialist equipment being provided still makes little or no progress;

- Has communication and/or interaction difficulties which lead to them making little or no progress.

We will then seek to support the child further by gathering additional information from the parents/carers, and in some cases, outside agencies, who may be involved with the child. When we have all the available information appropriate, additional intervention programmes will then be put in place to support individuals or groups. This will involve negotiating and discussing targets with the teacher and SENCO, child, parent/carer. Information gathered will form a 'One Page Profile' and the focus for 'Diary Recording Sheets' and, if appropriate, a 'My Support Plan'. This will be drawn up and provide for: -

- The child's strengths and weaknesses;
- The names of staff and/or outside agencies involved with the targets;
- Short-term targets;
- What provision we will make;
- When we will monitor and review the plan;
- How we will judge progress
- Any outcomes after a review.

Staff will create an environment where all pupils can contribute fully, and feel valued. Teaching takes account of pupils' needs and/or disability and different learning styles. Teachers are sensitive to the need to use a range of teaching strategies when working with children with SEND. The SENCO, the class teacher, the family and the pupil will be involved in the creation of any specific plans for adaptation of teaching as needed. Differentiation is approached in a variety of ways and groupings in the classroom are organised flexibly to maximise opportunities for learning. Additional support in the classroom is used carefully to avoid pupils becoming too over reliant on one person and encourage independent skills. On some occasions, all depending on the nature of the difficulty, some 1:1 support may be appropriate and may take place for a short time outside the classroom.

The school has a range of intervention programmes available to support the children and staff have been trained in their use to maximise the learning potential for individuals or small groups. All additional support is detailed on a provision map which is updated three times a year.

All Intervention Programmes will be reviewed termly and provision and targets will be shared with the parents/carers.

Southwick Primary School has a continuous cycle of planning, teaching and assessment which takes into account the wide range of abilities, aptitudes and interests of children. The majority of children will learn and progress within these arrangements. Those children whose overall attainment or specific attainment [and progress] fall outside the expected range will be monitored. This monitoring, will include assessment for learning in the classroom and termly performance reviews of vulnerable children by the senior leadership team [SLT] and SENCO ensuring any necessary action is taken.

Where, despite all of our best efforts, the child still continues to make little or no progress in relation to the targets set, or is working significantly below those of his/her peers, we will contact the relevant external support services provided by the LA and other external agencies such as the Health Authority. We will seek advice on fresh targets and strategies, or more specialist assessments that can help us with our planning. Their individual One Page Profile, Diary Recording Sheets or My Support Plan will be written to reflect these new targets after consultation with these agencies, parents/carers, the child and the SENCO and class teacher. We will ensure that parental consent is sought before any outside agencies are involved. Progress is monitored by the head teacher, SLT and SENCO in order to plan for any necessary or additional provision. The SENCO attends regular cluster meetings and holds meetings in school in consultation with the LA.

Where, despite all of our best endeavours, the child still makes little or no progress in the areas targeted, we will discuss with the parents and child the need for either of us to approach the LA to request a statutory assessment. This may or may not result in the LA issuing an EHCP (0-25 Education Health and Care Plan). Where a child has an EHCP, we will carry out an annual review to which the parents, child, outside agencies, their appointed SEND lead worker, SENCO and the class teacher, will be invited to attend.

Criteria for evaluating the success of our policy

The policy will be evaluated against the objectives stated on page one and measured by:

- An analysis of all teachers' planning by Subject Co-ordinators ensures that a differentiated approach is taken and that the learning objectives in Individual "My Plan`s" are identified and reflected in planning;
- Teachers' planning reflects the learning objectives for children with special education needs;
- Parents/carers being aware of individual targets set for children by discussing, receiving and where appropriate, having their views noted. Parental views are gathered which supports the paperwork for a EHCP;
- Children are involved in discussing, constructing, reviewing and having their views recorded on their own One Page Profile and My Support Plan;
- Targets are monitored to ensure that children progress through specific, measurable, achievable, realistic, time-bound targets (SMART) on a diary recording sheet;
- External evaluations by the responsible person and/or the LA adviser for special educational needs based on the objectives of the policy;
- Any external evaluation or inspection;
- Intervention programs are used effectively to meet the needs of all children;
- The end of year subject leaders report and SLT tracking shows the success of the policy in the progress of individuals. Discussions could also involve any changes needed for the subsequent year in order for improved progress.

Complaints procedure

If parents/carers have a complaint concerning provision for their child they should discuss this with the class teacher. If this proves unsuccessful the matter should be referred to the SENCO and/or Headteacher. Should the matter still be unresolved the parents/carers should contact the SEND member on the governing body. If the complaint remains unresolved the Chair of Governors should be involved. For statemented children if the complaint remains unresolved, then the complaint should be taken to the LA and/or Secretary of State.

In-service training

Through the monitoring and evaluating of our provision the SENCO, with the headteacher, will identify any professional development needs of the staff. This will, where appropriate, be linked to the SIDP. Staff who attend further courses will feedback in staff meetings on courses attended. The effectiveness of such training will be monitored and evaluated by the SENCO.

Links and Use of outside agencies

Close links are maintained with the LA support services in order to ensure that the school makes appropriate provision for children with special educational needs. Where it is necessary to contact outside agencies, the SENCO will make the necessary arrangements and inform parents/carers accordingly. These agencies normally include the Local Education Team, Education Psychologist, learning support team, Physical and Sensory Impairment Support Service team, speech therapist, behaviour support team, social services, health and LEA personnel. Any or all of these agencies may be involved in the construction, delivery or review of targets set in order to ensure children's attainment is raised.

Partnership with parents/carers/children

Parents/carers are important partners in the effective working relationship with the school in raising their child's attainment. They are fully involved in the identification, assessment and decision-making process in the school. Parents'/carers' contribution to their education is valued highly by the staff of the school. Parents/carers are encouraged to involve their child in the decision-making processes, including

determining the level of participation, recording children's views and implementing and reviewing their targets. The school will also update parents/carers with relevant information.

We show sensitivity, honesty and mutual respect in encouraging children to share concerns, discuss strategies and see themselves as equal partners in the school. All children are involved in making decisions, where possible, as soon as they start at the school. The ways in which we encourage them to participate reflects their emerging maturity. Confident young children, who know that their opinions will be valued and who can practise making choices, will be more secure and effective children during their school years. In this school, we encourage children to participate in their learning by being voted onto the school council. We encourage them to have a voice in discussing the priorities for our School Improvement Plan. We encourage them to take ownership of their learning targets by discussing their targets and what they can do to improve. For children with SEND, this includes discussing different strategies that could be used in order for them to achieve their targets. These strategies may be shown on their one page profiles if necessary. We encourage them to take part in reviewing their progress and in setting new goals and challenges.

Our school responds to the diversity of need and experience of the children, and through careful planning and differentiation we ensure that all pupils can access the curriculum. The SENCO and class teacher, in consultation with the parents and child, will decide on any adaptations as needed in light of assessment. Adaptations may include the provision of differentiated learning materials, special equipment, individual and group support, specialist support etc., all subject to availability and funding.

Links with other schools

Links are maintained to ensure a smooth transfer on school entry through liaison and visits to local pre-school groups. Pre-school children are invited to visit us for induction visits in the term before they start school and the class teacher and/or class TA visits the home setting. If necessary the school liaises with other agencies at this stage.

Close links are maintained with local Secondary Schools to ensure smooth transition between Year 6 and 7. Transition arrangements include a completed pro-forma and discussion between the class teacher and transition staff as well as at least one pre-visit by all children to the secondary school. A meeting is held for all parents of children in Year 6 during the spring term with the opportunity for parents to visit the secondary school in the summer term and discuss any individual needs. Staff from the secondary school maintain close liaison which continues into Year 7.

We seek and share expertise with other schools in the Collaborative through Multi Agency Forum meetings as well as seeking outreach support from a local school with Specialist Learning Units.

This policy should be read in conjunction with the LA `s Local Offer and our school SEN Information Report (Local Offer)

This policy is written in line with the requirements of:-

- Part 3 of the Children and Families Act 2014.
- SEN Code of Practice September 2014.
- The Equality Act 2010
- The Special Educational Needs and Disability Regulations 2014
- The Special Educational Needs (Personal Budgets and direct payments regulations) Clause 49; 2014.
- The SEN Information report regulations 2014.
- The Governance Handbook 6.4 children with special educational needs
- Teachers standards 2012

Appendix 1: Key Documentation

The following documents have informed this guidance which parents may find helpful:

Special educational needs and disability code of practice: 0-25 years

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Special educational needs and disability: a guide for parents and carers

<https://www.gov.uk/government/publications/send-guide-for-parents-and-carers>

Supporting pupils at school with medical conditions

<https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3>

Keeping children safe in education

<https://www.gov.uk/government/publications/keeping-children-safe-in-education>