

Thrussington C of E Primary School

Special Educational Needs and Disabled (SEND) Policy

This Policy relates to Thrussington School, an academy. (To be read in conjunction with our policies on Disability Discrimination, Inclusion and Teaching and Learning).

1. Introduction

1.1 This policy is currently based on the Special Educational Needs and Disability (SEND) Code of Practice: 0 to 25 years (2014) which gives practical guidance to schools on how to implement their statutory responsibilities.

1.2 This school provides a broad and balanced curriculum for all children. The National Curriculum is our starting point for planning teaching which meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. Some children have barriers to learning that mean they have special needs and require particular action by the school.

1.3 A pupil has SEND where their learning difficulty or disability calls for special educational provision, namely, provision different from or additional to that normally available to pupils of the same age. Making higher quality teaching normally available to the whole class is likely to mean that fewer pupils will require such support. Such improvements in whole-class provision tend to be more cost effective and sustainable.

(The above definition of SEND is taken from Section 6.15 of the SEN Code of Practice)

1.4 Special educational needs may relate to one or more of the following areas of need:

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

1.5 Children may have special educational needs either throughout or at any time during their school career. This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child.

1.6 Some pupils with disabilities may have learning difficulties that call for special educational provision. However, not all children deemed to be disabled will require this provision. A child with asthma or diabetes, for example, may not have special educational needs, but may still have rights under the Equality Act 2010. We will assess each child as required, and make the appropriate provision, based on their identified needs.

2. Aims and objectives

2.1 In making provision for pupils with SEND, our aims and objectives are:

- to create a learning environment that meets the special educational needs of each child;
- to ensure that the special educational needs of children are identified, assessed and provided for from the earliest possible age;
- to ensure that all partners in the process of meeting a child's individual needs, understand and fulfil their responsibilities and;

- to ensure, in particular, that all school staff understand and fulfil their roles and responsibilities in providing for children’s special educational needs;
- to have the highest expectations of the progress in learning which can be achieved by all individual pupils, regardless of their individual needs;
- to enable all children, including those with SEND, to have full access to all elements of the school curriculum, and to maximise their learning and achievement;
- to ensure that parents or carers are able to play a full part in supporting their child’s education;
- to ensure that our children have a voice in deciding how their individual needs might best be met;
- to ensure that all necessary resources are made available to meet pupils’ individual needs.

3. Educational inclusion

3.1 In our school, we aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our children and strive to put these into practice through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community.

Through appropriate curricular provision, we respect the fact that children:

- have different educational, social and emotional needs and aspirations
- require different strategies for learning
- acquire, assimilate and communicate information at different rates
- need a range of different teaching approaches and experiences

3.2 Teachers respond to children’s needs by:

- providing support for children who need help with communication, language and literacy;
- planning to meet children’s individual learning needs by recognising a range of learning styles, including the kinaesthetic approach to learning, and using a wide range of teaching and learning strategies;
- planning for children’s full participation in learning, and in physical and practical activities;
- helping children to manage their behaviour and to take part in learning effectively and safely;
- helping individuals to manage their emotions, particularly during trauma or stress, so that they are able to participate fully in the learning opportunities which the school offers.

4. Assessment of need and the ‘graduated approach’

4.1 The SEND Code of Practice 2014 describes a ‘graduated approach’, on the part of schools and Early Years Settings, through which the provision made by the school or setting intensifies over time if the child continues to struggle to make progress, despite increasing levels of support.

4.2 Most children who join our Reception class have already been in receipt of pre-school educational provision where any particular individual needs may already have been assessed. All children are assessed through our normal processes when they enter our school (see our Assessment Policy), so that we can build upon their prior learning and any special provision already made for them.

4.3 Early identification of special educational needs is vital. The school informs the parents or carers at the earliest opportunity to alert them to concerns about a child’s progress or additional needs and seeks to enlist their active help and participation.

4.4 Wherever possible, we aim to meet children’s learning needs through differentiated planning, teaching and support, as part of our normal classroom practice. This is sometimes referred to as “Wave 1” provision;

high quality, inclusive teaching. Where a pupil or group of pupils need additional support to enable them to successfully gain lost ground in learning and catch up with age-related expectations, short-term tailored intervention programmes will be provided, often through the support of a teaching assistant. This is sometimes referred to as “Wave 2” provision, and pupils in receipt of such intervention will not normally be considered to have special educational needs.

4.5 Wherever possible, we do not withdraw children from the classroom. There are times, though, when to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the classroom.

4.6 If our assessments indicate or confirm that a child has a significant longer term learning difficulty, we continue to use “Wave 1 and 2” strategies to support them, but will plan more specialist individualised provision, designed to meet their specific needs. This is sometimes referred to as “Wave 3” provision. These children will usually be included in our SEND Record, and parents or carers will be made fully aware of this designation and the outcomes of our assessments. This level of support is referred to as SEN Support. The child’s class teacher will offer interventions that are different from or additional to those provided as part of the school’s usual working practices. The class teacher will consult with parents or carers to help plan that provision. The SENCO will oversee the planning and provision for the pupil, and take the lead to further assessments of their needs.

4.7 Where the provision required differs significantly from our normal range of differentiated, inclusive strategies in the classroom, or where the pupil has specific specialist needs, such as sensory, physical, communication or social and emotional needs, we will record the special planning required in an Individual Education Plan (I.E.P.). An I.E.P. will record the nature of the child’s special needs, the planned objectives of the special provision being made, the agreed short-term targets set for the child, and the teaching strategies and additional support to be used. It will also indicate the date for the plan to be reviewed. In every case the review will take place once a term.

4.8 Parents or carers will always be invited to attend and play an equal role in the I.E.P. review meeting. The pupil’s views on their progress and the nature of the provision being made to meet their needs will also be sought, through age-appropriate means. In many cases, particularly for older pupils, it will be appropriate for them to attend the I.E.P. review meeting.

4.9 If an I.E.P. review, or other assessment of a pupil’s progress, identifies that progress has been insufficient, despite all appropriate resources being used to support the pupil, it may be concluded that support is needed from outside specialist services. In this case, we will, with parental consent, request external specialist support. In most cases, children will be seen and assessed in school by external support services, including an educational psychologist. External support services will provide information for the pupil’s new I.E.P. The new strategies in the I.E.P. will, wherever possible, be implemented within the pupil’s normal classroom setting. The service providing the additional support will be invited to attend subsequent I.E.P. review meetings.

4.10 A range of written evidence about the child will support the request, and the Local Authority will adhere to statutory timescales in gathering assessment evidence and advice, including from the parents or carers, to decide on an appropriate course of action. It is statutory for Local Authorities to transfer all children and young persons with Statements of S.E.N.D. who qualify for an education, health and care plan (EHCP) to the new SEND system. Para. 2.3 of the DfE’s guidance states, “... it is expected that all children and young people who have a statement of SEN and who would have continued to have one ... will be transferred to an EHC plan. No child or young person should lose their statement of SEN and not have it replaced with an EHC plan simply because the system is changing.”

4.11 Nationally, only a very small proportion of pupils with S.E.N.D. will require an Education, Health and Care Plan (EHCP). An EHCP is a statutory document which outlines the nature of the child’s special needs, the type

of provision which must be made for them, together with any resource allocation stipulated, and identifies the type of school which can best meet the needs of the child. If our school is named in a child's E.H.C.P., then we will take every step possible to make the provision required by the E.H.C.P. All pupils with Education, Health and Care Plans will also have I.E.P.'s, and an annual review of their plan, which is conducted in accordance with the Code of Practice, and in which parents and pupils are involved.

5. The role of the SENCO

5.1 The key responsibilities of the SENCO may include:

- the day-to-day operation of the school's SEND policy;
- provision for children with SEND;
- liaising with the relevant designated teacher where a looked after pupil has SEND;
- advising on a 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 or carers of children with SEND;
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies;
- being a key point contact with external agencies, especially the LA and LA support services;
- liaising with potential next providers of education to ensure a young person and their parents or carers are informed about options and a smooth transition is planned;
- working with the Headteacher and school governors to assist with ensuring that the school meets its responsibilities under the Equality Act (2010) with regard to access arrangements;
- ensuring that the school keeps the records of all children with SEND up to date.
- contributes to the professional development of all staff, in relation to understanding and meeting the needs of pupils with SEND.

The school should ensure that the SENCO has sufficient time and resources to carry out these functions. This should include enabling them to fulfil their responsibilities in a similar way to other important strategic roles within the school.

6. The role of the governing body

6.1 The governing body has due regard to the SEND Code of Practice 2014 when carrying out its duties toward all pupils with special educational needs.

6.2 Governing Bodies must:

- ensure schools use their 'best endeavours' to make sure that a child with SEND gets the support they need – this means doing everything they can to meet children and young people's SEND;
- ensure that children and young people with SEND engage in the activities of the school alongside pupils who do not have SEND;
- inform parents and carers when they are making special educational provision for a child;
- the school must set out its SEND policy and their arrangements for the admission of disabled children;
- the steps being taken to prevent disabled children from being treated less favourably than others;
- the facilities provided to enable access to the school for disabled children and their accessibility plan showing how they plan to improve access progressively over time.

7. Allocation of resources

7.1 The SENCO, together with the Headteacher, is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with Education, Health and Care Plans.

7.2 The Headteacher informs the governing body of how the notional SEN budget is allocated to support special educational needs, whether through the school's devolved formula-funded budget or through cash grant attached to some Education, Health and Care Plans.

7.3 The Headteacher draws up the necessary resources bid when the school is planning its budget.

8. Participating and Decision Making

8.1 The school works closely with parents and carers in the support of those children with special educational needs. We encourage an active partnership through an on-going dialogue with parents and carers. The home-school relationship is central to this. Parents and carers have much to contribute to our support for children with special educational needs.

8.2 Parents' and carers' views, feelings and wishes to participate fully in decisions:

- have unique strengths, knowledge and experience to draw upon;
- have a significant impact on their child's attitude to learning if they are involved
- are more likely to talk through 'issues' or concerns at an early stage if good communication has already been established;
- are able to make informed decisions about their child's education;
- provide with clear accurate information and support to enable participation in decisions;
- support to help them help their child to develop and prepare for adulthood;
- statutory rights to contribute to decision making;
- greater choice and control.

9. Pupil participation

9.1 In our school, we encourage children to take responsibility and to make decisions. This is part of the culture of our school and relates to children of all ages and abilities.

9.2 Children are involved in an appropriate way in agreeing targets in their I.E.P.'s and in the termly I.E.P. review meetings. Children are encouraged to review their own progress against their I.E.P. targets and contribute towards decisions about support for their learning. We seek to celebrate their successes with them as well as planning and discussing their next steps.

10. Dealing with complaints

10.1 This is conducted in conjunction with the School Complaints Procedure policy.

11. Storing and Managing Information

11.1 See School Policy on Data Protection

12. Monitoring and review

12.1 The SENCO monitors the progress or difficulties of children on the SEND record. She provides staff and governors with regular summaries of the impact of our policy on the effectiveness of our SEND provision.

12.2 The SENCO is involved in supporting teachers in drawing up IEPs for the children in their class. The SENCO holds regular meetings to review the work of the school in this area. The SENCO and the named governor with responsibility for special needs also hold regular meetings, ideally once a term.

12.3 The governing body will review this policy every three years, or sooner if necessary, or in response to changes in national SEND policy.

Signed: E. Moore A.Oatey V. Brightwell

Date: September 2016

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