Coston Primary School

Special Educational Needs and Disability (Send) Policy

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Coston Primary School
Special Educational Needs and Disability (Send) Policy

**Glossary**
ABA: Applied Behaviour Analysis
ARP: Additionally Resourced Provision
CAMHS: Children and Adult Mental Health Service
EHCP: Education, Health and Care Plan
EP: Educational Psychologist
ERSA: Ealing’s Request for Statutory Assessment
IEP: Individual Education Plan
LEA: Local Education Authority
OT: Occupational Therapist
QFT: Quality First Teaching
SAFE: Supportive Action for Families in Ealing
SALT: Speech and Language Therapist
SEN: Special Educational Needs
SEND: Special Educational Needs and Disability
TEACCH: Treatment and Education of Autistic and Related Communication Handicapped Children
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1 Introduction

1.1 This policy has been written with reference to existing regulations. The Government, in light of consultations including, The Lamb Inquiry (2009), the Ofsted Review of SEN in 2010, The Disability and Discrimination Act of 1995/2005 and the Equality Act (2010), have replaced the current Special Educational Needs (SEN) Code of Practice categories of School Action and School Action Plus. These have been replaced with a new single early years and school-based SEN category known as SEN Support, intended to provide clear guidance to settings and schools on the appropriate identification of pupils with SEND. It aims to improve the current system by introducing a single assessment process for education, health and care. SEN statements and learning difficulty assessments have been replaced with an ‘Education, Health and Care Plan’ (EHCP) for children and young people with Special Educational Needs and Disability (SEND) aged 0 to 25.

These changes are set out in the new SEND Code of Practice which came into force on 1st September 2014.

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Ealing that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors. The school’s Local Offer can be found on our website. Similar to the Ealing Local Offer, it describes the services and provision available for children with SEND at our school.

1.2 Our school provides a broad and balanced curriculum for all children. The new National Curriculum is our starting point for planning that 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 require particular action by the school to enable them to fully access the curriculum.

1.3 These requirements are likely to arise as a consequence of a child having special educational needs. Teachers take account of these requirements and make provision, where necessary, to support individuals or groups of children and thus enable them to
participate effectively in all activities. Such children may need additional or different help from that given to other children of the same age.

1.4 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.

1.5 The 4 broad areas of SEND are:
   - Communication and Interaction
   - Cognition and Learning
   - Social, Mental and Emotional Health
   - Sensory and / or Physical

2. **Aims and objectives**
2.1 The aims of this policy are:
   - To create an 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;
   - To make clear the expectations of all partners in the process;
   - To identify the roles and responsibilities of staff in providing for children’s special educational needs;
   - To enable all children to have full access to all elements of the school curriculum;
   - To ensure that parents are able to play their part in supporting their child’s education;
   - To ensure that our children have a voice in this process.

3. **Educational Inclusion**
3.1 In our school we aim to offer excellence and choice to all our children, whatever their ability or needs. At our school all teachers are teachers of children with special educational needs. We have high expectations of all our children. We aim to achieve this 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 and behavioural 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 develop children’s understanding through the use of all senses and multi-sensory learning experiences;
• 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 trauma or stress, and to participate in learning.

4  Special Educational Needs and Disability

A graduated approach:
4.1 Children with special educational needs have learning difficulties that require for special provision to be made. All children may have special needs at some time in their lives. Children have a learning difficulty if:
• They have significantly greater difficulty in learning than the majority of children of the same age;
• They have 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
• They are under school age and fall within the definitions above.

4.2 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.
4.3 Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

4.4 Many of the children who join our school have already attended an early education setting. In many cases children join us with their needs already assessed. All children are assessed when they join our school, so that we can build upon their prior learning. We use this information to provide starting points for the development of an appropriate curriculum for all our children. As part of our admissions policy, children will be admitted to the school without reference to ability or aptitude in accordance with equal opportunities. A child entering the school with a previously identified special need is added to the SEND Support Register in consultation with the Parents / Carers and provision made, according to his / her needs. Every effort is made to ensure continuity during such changes and to obtain information from their previous school.

4.5 Reasons for a child being added to the SEND Support register may include the fact that he / she:

- Makes little or no progress, even when teaching approaches are targeted towards addressing a child’s identified area of weakness.
- Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas.
- Presents persistent emotional or behavioural difficulties which are not improved by the behaviour management techniques usually employed in the school.
- Has sensory or physical needs, and continues to make little or no progress, despite the provision of specialist equipment.
- Has communication and / or interaction difficulties, and continues to make little or no progress.

4.6 The SEND Support provided consists of a 4 part process: Assess, Plan, Do and Review. This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes (see Appendix 1: Assess, Plan, Do and Review cycle). If our assessments show that a child may have a learning difficulty, we use a range of strategies that make full use of all available classroom and school resources. This level of support is called SEND Support Quality First Teaching.
(QFT). Parents / Carers will always be informed by the Special Educational Needs Co-ordinator (Inclusion Manager) if their child needs to be added to the SEND Support register. The SENCo and class teacher alongside input from the Parents / Carers will identify interventions / strategies that are different from or additional to those provided as part of the school’s differentiation practices. The class teacher and Inclusion Manager will keep parents informed and draw upon them for additional information throughout the planning and review process.

4.7 If the review identifies that support is needed from outside services, we will consult Parents / Carers prior to any support being requested. In most cases, children will be seen in school by external support services. This may lead to additional or different strategies to those at QFT. This enhanced level of support is called SEND Support Targeted. External support services will provide information for the child’s Provision Map. The new strategies within the Provision Map, wherever possible, will be implemented within the child’s normal classroom setting.

4.8 If the child continues to demonstrate significant cause for concern, a request for statutory assessment may be made to the Local Education Authority (LEA). A range of written evidence about the child will support the request: Ealing’s Request for Statutory Assessment (ERSA). SEND Support Specialist is for pupils with an EHCP. A child with an EHCP is provided a level of support identified by the LEA. The pupil will have short term targets on an Individual Education Plan (IEP) recording the support provided which is additional and different to the curriculum plan. An EHCP is reviewed annually when all involved adults (including Health Professionals, Educational Psychologist, school staff and Parents / Carers) and, where appropriate, the pupil discuss the termly and year’s progress, amending the EHCP where necessary.

4.9 We record the strategies used to support the child on an IEP for pupils with an EHCP and on a Provision Map for all pupils on the SEND Support register. The IEP / Provision Map shows the short-term targets set for the child and the teaching strategies to be used to achieve the target. It will also indicate the planned outcomes and the date for the IEP / Provision Map to be reviewed. In most cases, this review will take place once a term. All Parents / Carers with pupils who have EHCPs will be invited to termly reviews meetings with the Class Teacher / Inclusion Manager. The aim is to secure collaborative learning partnerships.
5 The role of the Inclusion Manager

5.1 In our school the Inclusion Manager:

- Manages the day-to-day operation of the policy;
- Co-ordinates the provision for and manages the responses to children’s special needs;
- Supports and advises colleagues;
- Oversees the records of all children with special educational needs;
- Acts as the link with Parents / Carers;
- Acts as link with external agencies and other support agencies;
- Monitors and evaluates the special educational needs provision and reports to the governing body;
- Manages a range of resources, human and material, to enable appropriate provision for children with special educational needs;
- Contributes to the professional development of all staff.
- Makes regular visits to classrooms to monitor the progress of children on the SEND Support Register.

6 The role of the Governing Body

6.1 The Governing Body endeavours to fulfil their responsibilities as stipulated in the SEND Code of Practice.

6.2 The Governing Body does its best to ensure that the necessary provision is made for any pupil identified as having special educational needs. The governors ensure that all teachers are aware of the importance of providing for these children. They consult the LEA and other schools, when appropriate, and report annually to parents on the success of the school’s policy for children with special educational needs. The Governing Body ensures that Parents / Carers are notified of a decision by the school that SEND provision is being made for their child.

6.3 The Governing Body has identified a governor to have specific oversight of the school’s provision for pupils with special educational needs. The nominated SEND Governor in this school is Ms Dettie Gould.

6.4 The SEND Governor ensures that all governors are aware of the school’s SEN provision, including the deployment of funding, equipment and personnel.
7 Allocation of Resources

7.1 The **Inclusion Manager** 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 EHCPs and statements of Special Educational Needs (NB: Ealing have provided a guideline of up to 3 years (2018) in which statements of Special Educational Needs will be transferred to EHCPs).

7.2 The Head Teacher informs the Governing Body of how funding allocated to support special educational needs in mainstream and in the ARP has been used.

7.3 The Head teacher and the **Inclusion Manager** meet regularly to agree on how to use funds effectively regarding provision. The **Inclusion Manager** draws up the resources bid based on the SEND Action Plan when the school is planning for the next school development plan.

8 Assessment

8.1 Early identification is vital. The class teacher informs the Parents / Carers at the earliest opportunity to alert them to concerns and enlist their active help.

8.2 The identification of pupils who have SEND is achieved by continual observation, half termly assessment, Pupil Progress Meetings and termly individual target setting. The assessments are levelled against National Curriculum Key Objectives at Key Stage 1 and 2 and Development Matters Goals from the Foundation Stage curriculum. When a concern has been raised about the development of a pupil, the class teacher will discuss this with the **Inclusion Manager**.

8.3 The school adopts a graduated approach with four stages of action: assess, plan, do and review:

- Assess: carry out an analysis of the child’s need
- Plan: in collaboration with the Parents / Carers / Staff interventions of support
- Do: implementation of support / intervention
- Review: effectiveness of the support and its impact on the child’s progress with Parents / Carers and staff

8.4 The **Inclusion Manager** works closely with Parents / Carers and Class Teachers to plan an appropriate programme of support.
8.5 The assessment of children reflects, as far as, their participation in the whole curriculum of the school.

9. **Access to the Curriculum**

9.1 All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to:

- Understand the relevance and purpose of learning activities;
- Experience levels of understanding and rates of progress that bring feelings of success and achievement.

9.2 Teachers use a range of strategies to meet children’s special educational needs. Lessons have clear learning objectives, work is differentiated appropriately according to individual needs, and assessments are used to inform the next stage of learning.

9.3 Individual Education Plans (for pupils with statements, EHCP), which use a small-steps approach, feature significantly in the provision that we make in our school. By breaking down the existing levels of attainment into finely graded steps and targets, we ensure that children experience success. All pupils who are on SEND Support have an individual Provision Map. The provision map will list specific interventions / strategies of support that will be applied and monitored over a set period. The class teacher and Inclusion Manager will review the map periodically ensuring that children’s additional needs are being effectively supported.

9.4 We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw children from the classroom setting. 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 setting.

10. **Parents as Partners**

10.1 The school works closely with Parents / Carers in the support of those children with special educational needs. We encourage an active partnership through an ongoing dialogue with parents. The home-school agreement is central to this. Parents / Carers have much to contribute to our support for children with special educational needs.
10.2 The school prospectus contains details of our policy for special educational needs, and the arrangements made for these children in our school. A named governor takes a special interest in special needs. They receive information about provision for SEN children from the SENCo and inform the full Governing Body.

10.3 We have regular meetings each term to share the progress of special needs children with Parents / Carers. We inform the Parents / Carers of any external intervention, and we share the process of decision-making by providing clear information relating to the education of children with special educational needs.

11 Pupil Participation

11.1 In our school we encourage children to take responsibility for their learning and to make decisions about their progress. This is part of the culture of our school and relates to children of all ages.

11.2 Children are involved at an appropriate level in setting targets for their learning, their Provision Maps and in the termly IEP review meetings for children on EHCPs. Children are encouraged to make judgements about their own performance against their targets. We recognise success here as we do in any other aspect of school life.

11.3 The Inclusion Manager regularly visits children on the SEND Support Register in class and through observation and direct discussion with both children and class staff, will monitor the impact and effectiveness of provision provided.

11.4 Children complete a pupil voice sheet bi-annually sharing their thoughts about their teaching and learning support and their hopes and desires. Class teachers and the Inclusion Manager monitors the responses to gain better understanding of individual children’s experiences and how support may be improved. The Class teachers address and implement additional support. This is monitored by the Inclusion Manager through planning, learning walks and discussions with pupils on the SEND Support Register.

12 External Support

12.1 The school have access to and benefit from support from a wide range of services:

- Educational Psychology Service:
  - The EP attached to the school is Gabrielle Pelter
• Speech and Language Service:
  o The Speech Therapists attached to the school are:
    ▪ Core (Health): Manisha Kachhwaha
    ▪ Additional Buy-In: Manisha Kachhwaha
    ▪ EHCP: Claire Levy
• Occupational Therapy Service:
  ▪ EHCP: Amy Hart
• Social Care
• SAFE
• Primary Behaviour Service
• Child Development Team
• Children and Adult Mental Health Service (CAMHS)
• Education Welfare Officer:
  ▪ Elizabeth Kovacs
• School Nurse:
  ▪ Hilary Normoyle
• High Schools for transition
• Outreach Support from Special Schools:
  ▪ Springhallow, Castlebar, Mandeville

13 Monitoring and Evaluation
13.1 The SENCO monitors the movement of children within the SEND Support system in school. The Inclusion Manager provides staff and governors with regular summaries of the impact of the policy on the practice of the school.

13.2 The Inclusion Manager is involved in supporting teachers involved in drawing up Individual Education Plans / Provision Maps for children on SEND Support. The Inclusion Manager and the Head Teacher hold regular meetings to review the work of the school in this area. The Inclusion Manager and the named governor with responsibility for special needs also hold regular meetings.

13.3 The Governing Body reviews this policy regularly and considers any amendments in the light of the annual review findings.
Appendix 1

Assess, Plan, Do and Review cycle

Assess
This involves clearly analysing the pupil’s needs using the class teacher’s assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of Parents / Carers. The pupil’s views and, where relevant, advice from external support services will also be considered. Any Parental / Carer concerns will be noted and compared with the school’s information and assessment data on how the pupil is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where they are not they may be contacted, if this is felt to be appropriate, following discussion and agreement from Parents / Carers.

Plan
Planning will involve consultation between the class teacher, Inclusion Manager and Parents / Carers to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental / Carer involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

Do
The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants and to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil’s
strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the Inclusion Manager.

**Review**

Reviews of a child’s progress will be made regularly. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and where necessary their Parents / Carers. The class teacher, in conjunction with the Inclusion Manager will revise the support and outcomes based on the pupil’s progress and development making any necessary amendments going forward, in consultation with Parents / Carers and the pupil.