



East Harling Primary School and Nursery

Special Educational Needs and Disabilities Policy

Date Agreed by Governing Body: 26.02.15

Review Date: Feb 2018

East Harling Primary School and Nursery
Policy on Special Educational Needs and Disability (SEND)

This policy was reviewed and updated in February 2015 in line with the new Code of Practice 0-25. In the spirit of current SEND reforms it has been developed in collaboration with the SENDco with the SEND governor, in liaison with the SLT, all staff and parents of pupils with SEND. It pays regard to the following guidance and documents:

Equality act 2010: advice for schools

SEND Code of Practice 0-25 (2014)

Schools SEND information report regulations

Statutory guidance on supporting pupils at school with medical conditions (April 2014)

The National Curriculum 2014

Safeguarding policy

Teacher standards 2012

The school SENDCo is Miss Sheli Blackburn, who is also the Deputy Head. Miss Blackburn has completed two post graduate certificates in SEND at masters level, a new SENDCo course hosted by Sheringham Teaching School and will be starting the National Award for SEND in 2015.

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1 Introduction

East Harling Primary School and Nursery provides a broad and balanced curriculum for all children. The 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; all teachers at East Harling are teachers of children with special educational needs (SEN).

We believe that all children have an equal right to a full and rounded education that will enable them to reach their potential. We use our best endeavours to secure special educational provision for pupils whom this is required, that is additional to and different from that provided within a differentiated curriculum. Children's SEN are generally thought of in the four areas of need and support identified in the new Code of Practice (September 2014):

Communication and interaction

Cognition and learning

Social, mental and emotional health

Sensory/physical

At times we may need to seek support from external agencies in order to meet the needs of our children.

What are special educational needs?

A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England. Health care provision or social care provision which educates or trains a child or young person is to be treated as special educational provision. Code of Practice 2014

Children may have special educational needs either throughout, or at any time during their school career. Some children may join the Nursery or Reception class with a range of needs already identified and the special educational needs assessment process already begun. This policy details how teachers take account of children's needs and make additional provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively in the school's curriculum.

This policy ensures that curriculum planning and assessment for children with SEN takes account of the type and extent of the difficulty experienced by the child. At East Harling Primary School we ensure that teachers are confident to identify and provide for children with SEN, supported the SENDCo and trained teaching assistants.

The Disability Discrimination Act identifies the fact that some pupils with disabilities may have learning difficulties that call for special educational provision. However, not all children defined as 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 Disability Discrimination Act. We will assess each child as required, and make the appropriate provision, based on their identified needs.

2 Aims and objectives

The teaching and support staff of East Harling Primary School and Nursery aim to work together as a team to lift all barriers to learning for all our children. We support the ethos of inclusive schooling and believe that education should be available to all.

At East Harling Primary School and Nursery we respond to children's needs by:

- creating an environment that meets the special educational needs of each child;
- ensuring that our children have a voice in this process.
- requesting, monitoring and responding to parents/carers and pupils views in order
- to evidence high levels of confidence and partnership;

- using a graduated approach to ensure that the special educational needs of children are identified, assessed and provided for;
- ensuring there is a high level of staff expertise to meet pupil need, through well targeted continuing professional development;
- providing appropriate support for pupils with medical conditions, through consultation with health and social care professionals, so they have full inclusion in all school activities;
- through reasonable adjustments enable all children to have full access to all elements of the school curriculum;
- working in collaboration with cluster schools to ensure productive partnerships

We aim to identify the needs of children with special educational needs at the earliest point, using a graduated approach (see appendix 1). We work to reward the achievement of all pupils in school and recognise the importance of this for children with special educational needs. We aim to work closely with parents throughout their child's time at school and will use this partnership to identify and recognise any underlying causes for the child's behaviour or needs.

Partnership with parents plays a key role in enabling children with special educational needs to achieve their potential. The school recognises that parents hold key information about their child's needs and the best ways of supporting them. All parents of children with special educational needs will be treated as partners and supported to play an active and valued role in their child's education.

Children with special educational needs often have a unique knowledge of their own needs. They may have views about what sort of help they would like in order to make the most of their education. They will be encouraged to participate in the decision making processes and contribute to the assessment of their needs, the review and transition process.

3 Educational inclusion and equal opportunities

At East Harling School and Nursery, we aim to offer excellence and choice to all our children, whatever their ability or needs. We aim to achieve this through the removal of barriers to learning and participation. We have high expectations of all our children and 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.

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 their senses and of varied 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 take part in learning
- seeking support from external agencies when necessary.

Identification, assessment and provision

Provision for children with special educational needs is a matter for the whole school. The governing body, the school's head teacher, the SENDCO and all other members of staff, particularly class teachers and teaching assistants, have important day-to-day responsibilities. All teachers are teachers of children with special educational needs and follow our graduated approach to identification and assessment (see appendix 1).

The school will assess every child's current levels of attainment on entry in order to ensure that they build on the patterns of learning and experience already established during the child's pre-school years. If the child already has an identified special educational need, this information may be transferred from other partners in their Early Years setting and the class teacher and SENDCO will use this information to:

- Provide starting points for the development of an appropriate curriculum;
- Identify and focus attention on action to support the child within the class;
- Use the assessment processes to identify any learning difficulties;
- Ensure ongoing observation and assessments provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning.

The identification and assessment of the special educational needs of children whose first language is not English requires particular care. Where there is uncertainty about a particular child, a teacher will look carefully at all aspects of the child's performance in different subjects to establish whether the problems are due to limitations in their command of English or arising from special educational needs.

The role of the SENDCO at East Harling

In our school, the Special Educational Needs and Disability Coordinator's (SENDCO) responsibilities include:

- managing the day-to-day operation of the policy;
- co-ordinating provision;
- supporting and advising colleagues;
- overseeing the records of all children with special educational needs;
- liaising with parents and carers of children with SEND;
- liaising with external agencies and other support agencies;
- monitoring and evaluating SEND provision, and reporting to the governing body;

- managing a range of resources, both human and material, to enable appropriate provision to be made for children with SEND;
- contributing to the professional development of all staff.
- ensuring that Individual Educational Plans (IEPs) are in place where appropriate and that these are reviewed termly.

5 The role of the governing body

The Governing Body has due regard to the Code of Practice 2014 when carrying out its duties toward all pupils with SEND.

The Governing Body does its best to secure the necessary provision for any pupil identified as having SEND. The governors ensure that all teachers are aware of the importance of providing for these children. They consult the LA and other schools, when appropriate, and report annually to parents and carers on the success of the school's policy for children with special educational needs. The Governing Body ensures that parents or carers are notified of any decision by the school that SEN provision is to be made for their child.

The Governing Body has identified a governor to have specific oversight of the school's provision for pupils with special educational needs. The 'responsible person' in this school is our Headteacher, Miss Yates, who ensures that all those who teach a pupil with a statement of special educational needs or an education, health care plan are aware of the nature of the statement.

Our named SEN governor, ensures that all governors are aware of the school's SEN provision, including the deployment of funding, equipment and personnel.

6 Allocation of resources

The SENDCo 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 statements of special educational needs or an Education, Health Care Plan.

The Headteacher informs the governing body of how the funding allocated to support special educational needs has been employed.

The Headteacher and the SENDCo meet annually to agree on how to use funds directly related to statements or Education, Health Care plan. The SENDCo draws up the resources bid when the school is planning for the next School Improvement and Development Plan (SIDP).

7 Assessment

Early identification is vital. The EYFS profile provides parents, practitioners and teachers with a well-rounded picture of a child's knowledge, understanding and abilities. It is usually completed in the final term of the year in which the child turns five and is particularly helpful in identifying children who are making less than expected progress.

All class teachers inform parents or carers at the earliest opportunity to alert them to concerns and enlist their active help and participation. Reasons for a child being added to the SEN register may include the fact that he/she:

- Makes little or no progress, even when teaching approaches are targeted particularly in 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 social, emotional or mental health difficulties which are not improved by the behaviour management techniques usually employed in the school.
- Has sensory or physical difficulties 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.

The class teacher and the SENDCo assess and monitor children's progress in line with existing school practices; this is an ongoing process. The SENDCo works closely with parents/carers and teachers to plan an appropriate programme of support. Sometimes external agencies may be involved in the identification of special educational needs and appropriate interventions.

The assessment of children reflects as far as possible their participation in the whole curriculum of the school. The class teacher and the SENDCO can break down the assessment into smaller steps in order to aid progress and provide detailed and accurate indicators.

Occasionally, despite purposeful action to identify, assess and meet the special education needs of a child, the child does not make expected progress. At these times an Education, Health Care Plan needs assessment may be requested. This is usually requested by the school, but can be requested by parents.

8 Access to the curriculum

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

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

Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives; work is differentiated appropriately and we use regular assessment activities to inform the next stage of learning.

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. 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.

In order to help children with special educational needs, we will adopt a graduated approach. This may see us using specialist expertise if as a school we feel that our interventions are still not having an impact. The school will record the steps taken to meet the needs of individual children through the use of provision maps and IEPs (Individual Education Plan) and/or learning profiles if appropriate; the SENDCo will have responsibility for ensuring that records are available when needed. If we refer a child for an Education Health and Care Plan needs assessment, we will provide the LEA with a record of our work with the child to date. When any concern is initially noticed it is the responsibility of the class teacher to take steps to address the issue. Parents may be consulted and specific intervention put in place and monitored for a period of up to 6 weeks. If no progress is noted after this time the child may be added to the school SEN register with parental permission. The class teacher after discussion with the SENDCo will then provide additional interventions that are additional to those provided as part of the school's differentiated curriculum and the child will be given individual learning targets which will be applied within the classroom. These targets will be monitored by the class teacher and teaching assistants within the class and reviewed formally with the SENDCo, parents and young person.

Monitoring progress

The school's system for observing and assessing the progress of individual children will provide information about areas where a child is not progressing satisfactorily. Under these circumstances, teachers may need to consult the SENDCo to consider what else might be done. This review might lead to the conclusion that the pupil requires help additional to or different from that which is normally available to children of the same age, to support progress.

Adequate progress can be identified as that which:

- Prevents the attainment gap between the child and his peers from widening.
- Closes the attainment gap between the child and his peers.
- Better the child's previous rate of progress.
- Ensures access to the full curriculum.
- Demonstrates an improvement in self-help, social or personal skills.
- Demonstrates improvements in the child's behaviour.

9 Partnership with parents and carers

Partnership plays a key role in enabling children and young people with SEN to achieve their potential; the school works closely with parents and carers in the support of those children. Parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs. We encourage an active partnership through an open and ongoing dialogue with parents and carers. The home-school agreement is central to this. Parents and carers have much to contribute to our support for children with special educational needs.

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 particular interest in special needs and is always willing to talk to parents and carers. The Governor responsible for SEN at East Harling is Paul Robson, who can be contacted via the school office.

At East Harling we have regular meetings each term to share the progress of children with SEND with their parents or carers. We inform the parents/carers of any outside intervention, and we share the process of decision-making by providing clear information relating to the education of children with special educational needs. At all stages of the special needs process the school keeps parents fully informed and involved. We take account of the wishes, feelings and knowledge of parents at all stages.

The school website contains details of our policy for special educational needs, the special educational needs information report (including the arrangements made for children in our school with special educational needs) and our school SEN offer. Parents have access to the SENDCo through a school email address and are encouraged to make appointments when necessary.

10 Pupil participation

Children and young people with special educational needs often have a unique knowledge of their own needs and have views about what sort of help they would like. They will be encouraged to contribute to the assessment of their needs, the review and transition process.

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. We recognise the importance of children developing social as well as educational skills.

Children are involved at an appropriate level in setting targets in their IEPs or learning profiles during termly review meetings. Children are encouraged to make judgements about their own performance against their IEP targets. We recognise success here as we do in any other aspect of school life.

11 Monitoring and review

At East Harling Primary School the SENDCo undertakes a continuous cycle of monitoring and reviewing SEN provision. The SENDCo:

- Monitors the movement of children within the SEN system in school;
- Provides staff and governors with regular summaries of the impact of the policy on the practice of the school;
- Is involved in supporting teachers involved in drawing up Individual Education Plans (IEPs) and/or learning profiles for children;
- Attends regular cluster meetings to share and learn good practice;
- Attends regular meetings with the Headteacher to review the work of the school in this area;
- Holds regular meetings with the named governor who has responsibility for special needs;
- Participates in network meetings and other CPD activities.

The governing body reviews this policy annually and considers any amendments in the light of the annual review findings. The SENDCO reports the outcome of the review to the full governing body.

12 Complaints Procedure

If a parent is unsure or concerned about any aspect of their child's SEN provision, they are encouraged to speak first with the class teacher and/ or SENDCO. If the matter remains unresolved, an appointment should be made to speak to the headteacher, and the school's complaints procedure, as outlined in the school brochure be followed.