



SPECIAL EDUCATIONAL NEEDS AND DISABILITIES POLICY

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Our school's vision states:

We nurture and support children so that they are happy, are healthy in body and mind and have a love for learning, enabling them to achieve their potential. We believe in developing confident, respectful and responsible citizens who make a contribution to the wider community and beyond. We provide an environment where everybody is included and everybody matters.

As a school, we have high aspirations for all, built on a solid foundation of self-belief, motivation and resilience.

*We will **all** be the best that we can be!*

At Watton at Stone Primary and Nursery School we aim to:

- Provide quality learning opportunities with emphasis on raising the achievement of all pupils.
- Develop the role of pupil participation to inform the planning of their education.
- Develop the role of parent participation with emphasis on positive communication.

1. OBJECTIVES

- Ensure implementation of government and Local Education Authority recommendations including the 2014 Code of Practice and the Disabilities Discrimination Act amended version 2005.
- Ensure the school's SEND policy is implemented consistently by all staff.
- Identify early any barriers to learning and participation, and provide appropriately to meet a diversity of needs.
- Ensure all pupils have access to a broad and balanced curriculum that is appropriately differentiated.
- Recognise, value and celebrate pupil achievement in all areas.
- Work in partnership with parents/carers in supporting their child's education.
- Understand the feelings and opinions of children with SEND when planning all learning opportunities.
- Work in partnership with outside agencies to ensure information is shared promptly and effectively.
- Guide and support all school staff, governors and parents in SEND issues.
- Manage resources to ensure all pupils' needs are met.

2. WHAT ARE SPECIAL EDUCATIONAL NEEDS AND DISABILITIES?

A child has a special educational need or disability if:

- He/she has significantly greater difficulty in cognition and learning than the majority of children in his/her age group.
- He/she has a social, emotional or mental health difficulty which is affecting his/her progress.
- He/she has difficulty with communication and interaction which is affecting his/her progress.
- He/she has a sensory or physical impairment or a disability, which might affect his/her progress.

3. THE ROLE OF THE SENDCO

The school has two named SENDCOs who are Sukhi Gill and Andrea Hawkins. They will:

- Monitor the SEND policy and ensure it adheres with the guidelines and inclusion policies of the Code of Practice (2014), the Local Education Authority and other policies current within the school.
- Report annually (in the summer term) to the Governing Body on its effectiveness.
- Maintain a regularly updated SEND register and individual files.
- Monitor and assess inclusive provision through provision mapping, progress data, Individual Education Plans (IEP), planning sampling and learning observations/walks.
- Develop and monitor the progress of the Accessibility Plan.
- Identify barriers to learning and provide staff with appropriate 'reasonable adjustments'.
- Share inclusive practice with and support the professional development of classroom teachers and teaching assistants.
- Purchase appropriate resources.
- Monitor pupil progress and analyse the data using age related data and bands data.
- Liaise effectively with LEAs, external agencies, parents/carers and other schools.
- Help co-ordinate transition to a new year group/Key Stage/school
- Co-ordinate external professional provision (i.e. Speech Therapist etc).
- Liaise with the Head Teacher and SLT regarding SEND provision and progress.
- Help co-ordinate counselling for children with emotional, social and mental health issues.
- Co-ordinate the provision of Wave 2 learning support across the school.
- Co-ordinate the provision of Wave 3 learning support across the school.
- Liaise with teaching assistants who deliver Wave 2/Wave 3 support.
- Prepare the paperwork for applications for: Education Health Care Plans and Reviews, Exceptional Needs Funding and Single Service Requests for outside agency support.
- Prepare the paperwork for Common Assessment Framework forms (CAF), chair Team Around the Family meetings (TAF) as the Lead Professional and complete the Delivery Plan (minutes and actions for next meeting).

- Keep up to date regarding Statutory Legislation e.g. The Code of Practice (2014) and The Disabilities Discrimination Act (from 2005).
- Be aware of Ofsted implications regarding SEND.
- Monitor the progress of pupils using test and teacher assessment data.
- Liaise with teachers and key stage leaders during Pupil Progress Meetings evaluating data.
- Review the SEND register and provisions in place on a termly basis.
- Evaluate the impact of interventions on pupils' progress.
- Liaise with the SEND governor to share information about SEND provision and progress.
- Take into account the opinions of the pupils and the parents/carers to inform the school when decisions are made for children with SEND.

4. THE ROLE OF THE TEACHERS

- All teachers are teachers of children with special educational needs. They are responsible for the education of all children in their class, including those with special educational needs and disabilities.
- Children's needs should be identified through regular assessment and met as a result of clearly differentiated planning, taking into account the variety of different learning styles.
- Teachers and the SENDCOs work together to set appropriate targets for a child's Individual Education Plan (IEP). The targets are discussed with the child and the parent/carer, documented on the IEP and then signed in agreement.

5. THE ROLE OF THE TEACHING ASSISTANTS

- Teaching Assistants work with children with special educational needs as directed by the class teacher or SENDCOs.
- The Teaching Assistant is aware of the child's Individual Education Plan (IEP) and supports children to meet their targets as required.
- The Teaching Assistant is also aware of the Class File within their classroom which includes information about children with special educational needs and disabilities who they may work with.
- Teaching Assistants overseeing class interventions will keep assessment and progress data.

6. THE ROLE OF THE SEND GOVERNOR

The SEND Governor are Charles Clark and Elizabeth Aston and they will:

- Become familiar with the procedures and arrangements in the SEND policy.
- Be aware of the numbers, not necessarily names, of the pupils on the SEND register.
- Communicate effectively between the SENDCOs and the Governing Body.
- Monitor SEND provision on behalf of the Governing Body.
- Report back regularly to the Governing Body.

- Question Governing Body decisions that have implication for children with SEND (including Equal Opportunities issues).

7. THE ROLE OF THE HEADTEACHER

The Headteacher is Zoe Hussain and she is responsible for:

- The management of all aspects of the school's work, including provision for pupils with SEND
- Keeping the governing body informed about SEND issues
- Working closely with the SENDCOs
- Ensuring the implementation of this policy and the effects of inclusion policies on the school as a whole are monitored and reported to governors

8. THE ROLE OF THE GOVERNING BODY

- The Governing Body determine the school's general policy and approach to provision for children with SEND, establishing the appropriate staffing and funding within the school.
- The Governing Body appoints at least one of its members to be SEND governor who will liaise with the SENDCOs and take a close interest in provision and progress of children with SEND.

9. ADMISSIONS AND INCLUSION

- The school follows the County Admissions arrangements.
- No child will be refused admission purely on the grounds that the child has special educational needs and disabilities.
- Wheelchair access has been arranged for all classrooms and the playground is accessible to children in wheelchairs, although it would be advisable to have an adult in attendance.
- Several toilets have been fitted with handrails and there is a toilet specifically for wheelchair users, located next to the dining room and next to the Foundation Stage.

10. THE GRADUATED RESPONSE TO CHILDREN IDENTIFIED WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

Reasons for a child being added to the SEND 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.
- Present persistent social or emotional difficulties which are not improved by the strategies and techniques usually employed in school.
- Has sensory or physical problems and makes little or no progress despite the provision of specialist equipment.

- Has communication and/or interaction difficulties and continues to make little or no progress.
- Targets will be set on an Individual Education Plan (IEP). The child and the parent/carer will have discussions with the class teacher and/or SENDCO and sign in agreement. The IEP will be reviewed termly. Parents are invited in at any time to discuss concerns they may have about their child's progress and learning.
- If problems continue the SENDCOs will seek further help from outside agencies. The teacher and SENDCOs will gather information together in order to complete a Single Service Request form (SSR). If there is more than one agent required or currently involved with a child, a Common Assessment Framework (CAF) may be completed.
- Specialist staff from outside the school will come and observe the child and give the school advice and strategies to implement to further aid their development.
- Individual Education Plans (IEPs) will continue to be written and reviewed incorporating the advice and strategies provided by the outside specialist staff.
- If progress is still poor a consideration for an Education Health Care Plan may be made. A request will be made by the school to the LEA if the child has demonstrated significant cause for concern. The LEA will be given information about the child's progress over time and will also receive documentation in relation to the child's special educational needs and any other action taken to provide for their needs, including any resources or special arrangements put in place.

11. EDUCATION HEALTH CARE PLAN

- The child will have an Education Health Care Plan that states the entitlement for the child.
- Targets must be written and agreed with the parents/carers and the child. These will be incorporated into the IEP.
- The Education Health Care Plan must be reviewed every year with the child, parents/carers and external agencies.

12. FUNDING

At present funding for additional needs comes under two headings.

- **Predicted Funding**
The school is allocated funds to support children as necessary with resources, teaching time or programmes of work
- **Exceptional Needs Funding**
The school must apply for funding for pupils with exceptional needs and additional monies are allocated according to the decision of the exceptional needs funding board.

13. 'ADEQUATE PROGRESS'

Our school system for observing and assessing the progress of individual children will provide information about areas where a child is not progressing satisfactorily. Teachers may need to consult the SENDCOs to consider what else might be done. This review might lead to the conclusion that the pupil requires help over and above that which is normally available.

The key test of the need for action is that current rates of progress are inadequate.

Adequate progress can be identified as that which:

- Prevents the attainment gap between the child and his/her peers from widening.
- Closes the attainment gap between the child and his/her peers.
- Improves 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.

At Watton at Stone Primary School we will monitor all children's progress closely and as soon as concerns arise begin a graduated response.

14. TEACHING AND LEARNING

Teachers should also use their knowledge of age related expectations to determine at which level they pitch their initial teaching input and subsequent differentiated activities. The children should be clear about their learning objective, activity and resources. Suitable learning challenges should be set that respond to pupils' diverse learning needs. Lessons that are pitched too high or too low, can have devastating consequences on self-esteem, behaviour and the learning experience for that child in the future. If a learning activity is differentiated correctly, it should be possible for a child to achieve the learning outcome independently.

Differentiation should be clearly marked on medium and short term planning by means of: learning outcomes, teaching styles, levels of adult support, teaching materials and ICT, classroom organisation and grouping. Adult supervision alone does not provide the opportunity for independent learning and should only be used occasionally.

15. EVALUATING 'ADEQUATE PROGRESS'

All children deserve to have their achievements and progression recognised and the school's perseverance and school reward system reflect the emphasis placed on progress.

The school uses testing materials towards the end of each term for English and Maths. The school also uses teacher assessment and tracks progress for each pupil. The Foundation Stage follow the EYFS to monitor children's progress. Learning Journeys comprising of observations and evidence from photographs and outcomes from children's learning support the assessment process in the Foundation Stage. In order to ensure accurate assessments are made throughout the school, teachers moderate and standardise samples of pupils' work across the curriculum.

Pupil progress is then monitored using SIMs (AM7) and the Key Stage Leaders, SENDCOs and SLT scrutinise the evidence to monitor progress. Underachievement is identified as early as possible through teacher assessment and, where possible, the above mentioned standardised testing.

Once underachievement is identified, the class teacher and parents/carers need to meet and discuss how to counteract this. If underachievement continues, the graduated response to meeting the child's needs will begin.

Other ways of monitoring and reflecting on progress can be collated using:

- Value Added Data
- National Curriculum Targets. SATs.
- Reading/Spelling Assessments.
- AM7
- English (reading and writing) and Maths targets.
- SIMs age related progress data.
- Points Progress data.
- P Scale data.
- Foundation Stage Assessments.
- Teacher Assessments.
- Group targets and IEPs.
- Views of parents/carers and pupils, usually found on IEPs.
- Pastoral Support Plans for children with social, emotional and mental health issues.

16. PUPIL PARTICIPATION

The school considers the views of the pupils in their learning. Views and opinions are sought and encouraged in lessons and children are expected to contribute and listen appropriately. Activities such as circle time encourage participation from all pupils. The school council offers contributions from every class to address matters important to them. Staff supporting pupils with social, emotional and behavioural needs regularly meet with vulnerable children to find out their feelings and viewpoints about home or school which impacts on their learning.

Pupils with Special Educational Needs often have a unique knowledge of their own needs and circumstances, and their own views about what sort of support they would like, to help them make the most of their learning. Children with Individual Education Plans (IEP) meet to discuss and review their targets with the Class Teacher or SENDCO. Consideration will be given to the age, maturity and capability of a child when seeking their views.

17. PARENT/CARER PARTNERSHIPS

The knowledge, views and first-hand experience parents have regarding their children is vital to the contribution it makes to their child's education. Parents/carers are also seen as partners in the educational process. The home-school agreement outlines how parents can support their child's learning by maintaining contact with the school through Parents Evening Consultations and Open Days, as well as every day contact with their child's class teacher.

The class teacher should be the first point of contact for parents/carers with queries regarding their child's education. On occasion, the class teacher may wish the SENDCOs to attend meetings with parents, and the class teacher or SENDCOs will inform the parents of this informally. All parents are welcome to contact the SENDCOs if they have any concerns about our special educational needs and disabilities provision. Where outside agency advice is sought, parental permission will be obtained by the SENDCOs and an appointment arranged for parents to attend the meeting. The SENDCOs will usually inform parents of this meeting by a telephone call or letter.

The school offers various opportunities for parents/carers to communicate with the school including our SEND working party. We are aware of the importance in educating other parents/ carers and pupils about SEND and do so through a range of activities such as our Allergy Awareness Day.

18. EVALUATING SUCCESS

IEPs are monitored termly by the SENDCOs. The criteria for evaluating successes are as follows:

- Are the children achieving their IEP targets?
- Are the targets smart (specific, measurable, achievable, relevant, timed) and appropriate?
- Do the targets link to advice given from outside agencies such as the Educational Psychologist?

19. COMPLAINTS

The Headteacher will deal with any complaint about the provision given for a child with SEND. The parents will be invited to meet the Headteacher and SENDCOs, if appropriate, to discuss concerns. The Headteacher will respond to any complaint as soon as is reasonably possible. Parents will be informed of the Parent Partnership Service and advised that they may contact the Chair of Governors if they feel their complaint has not been dealt with satisfactorily.

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